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ABSTRACT

A study assessed the employment and training needs of Hispanics in Connecticut. As part of a research project entitled the Survey of Hispanics in Connecticut, trained bilingual interviewers surveyed 500 randomly selected Hispanic households in seven major cities in Connecticut. This survey sample represented approximately 1.5 percent of the total number of Hispanic households in the state. Based on these interviews, it was concluded that opportunities for adult education and skills training must be greatly expanded. Furthermore, high school dropout rates among Hispanic youth, especially among females, must be drastically reduced. Particularly needed are efforts to improve English proficiency among the Hispanic population. It is especially important that equal access to the traditional educational and training facilities and programs, especially for the regional vocational and technical schools, colleges, and universities, should be maintained for Hispanic persons. Finally, comprehensive supportive services should be made available to the special needs groups whose needs are multi-dimensional. Seventy-three tables are included. (MN)

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MEETING THE EMPLOYMENT AND TRAINING NEEDS of HISPANICS IN CONNECTICUT

(FINAL REPORT)

Prepared by

The Urban Management Institute
College of Business & Public Management
University of Bridgeport
Bridgeport, Connecticut

Prepared for

Connecticut State Department of Education
Division of Vocational and Adult Education
Bureau of Vocational Program Planning and Development
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September 1, 1983

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ABSTRACT

The employment and training needs of Hispanics in Connecticut are assessed using a 1983 survey of 500 sample households in seven major cities of Connecticut. Special emphasis was placed on out-of-school youth, adult women, and seasonally migrant workers. The needs assessment encompasses the income gap, employment needs, educational deficiencies, limited English proficiency, training needs, migrant workers, and the utilization of training resources by Hispanics. The final chapter is on the policy implications of the findings.

PREFACE

A possible title for this report, A Hispanic Agenda, was suggested by a leader of the Hispanic community responding to the study survey. The title is appropriate if it indeed initiates action to improve employment and training opportunities for Hispanics.

The report, made possible by funding from the Connecticut Department of Education under P.L. 94-482, is indebted to a wide segment of the Hispanic population in Connecticut. The State Department of Education Task Force on Hispanic Women originally suggested the project to the State Department of Education. Then, an ad hoc Advisory Committee was organized to oversee the study. Five hundred Hispanic households with 1,875 family members welcomed our bilingual interviewers and shared information about their private backgrounds, even sometimes offering coffee and soft drinks to our interviewers. The last chapter is largely based on the written responses of Hispanic community leaders who freely shared their views with us.

The bilingual interviewers were Hispanic students enrolled at the University of Bridgeport and at the South Central Connecticut Community College. In Hartford, the Hartford Neighborhood Center staff also participated in the survey.

It is impossible to individually acknowledge all those who cooperated with the study, but my sincere appreciation is extended to all those who are mentioned above. Finally, if there are any shortcomings in this report, I alone am responsible.

H.C.C.

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Data Processing: The University of Bridgeport Computer Center freely contributed its facilities to the project. B.O. Choi was responsible for the tabulations of the survey data with the assistance of data coders, H.J. Kang, K.W. Lee,and D.H. Han.

Questionnaire Design: The English version of the questionnaire was thoroughly reviewed by the Advisory Committee. Dr. Leonard Bloom of the Foreign Language Department at the University of Bridgeport translated it into Spanish.

Editing: Various drafts of the reports, both in summary and in full report, underwent thorough reviews by the Advisory Committee. Special thanks are extended to Elizabeth M. Schmitt, Chief of the Bureau of Vocational Program Planning & Development, whose support and advice enriched the report;to Valerie Pichanick, who served as the contracting officer for the state and rendered both administrative and thorough technical support; and to Saul Sibirsky whose enthusiasm and expertise contributed a great deal to the study. In addition, Charles Stokes of the Urban Management Institute and June H. Chung from the National Bureau of Economic Research, Cambridge, Massachusetts read the report and made useful comments.

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PART 1

INTRODUCTION

Chapter I

INTRODUCTION

1.1 Objectives of the Study

This report presents an assessment of employment and training needs of Hispanics in Connecticut. The purpose of the needs assessment is to assist employment and training planners in establishing sound strategies to meet career development needs and aspirations.

The Spanish-origin population in the state has been growing rapidly during the past two decades. As relative newcomers to the state, the Hispanics, with language and other problems, have experienced dire poverty and are heavily dependent on public assistance for their survival. Economic security and independence of the Hispanic population would not only add to the welfare of individuals, but also enhance their contributions to the nation.

In this study, special attention is given to out-of-school youth, adult women, and seasonally migrant workers on the assumption that these groups have unique needs and difficulties in entering the labor market, maintaining job security, and climbing the career ladder. The high school dropout rate among Hispanic youth is a persistent problem, for it sets a pattern of future difficulties in labor market performance.

The extraordinary rise in the labor force activity of women that characterized the 1970's has continued unabated in the nation with an increasing number of Hispanic women also joining the labor force. However, with a high percentage of Hispanic households headed by women, Hispanic women have especially heavy responsibilities. They must both care for their family and participate in the labor market.

The Hispanic population as a whole is a very mobile group. Even more mobile are the seasonally migratory Hispanics who work in agriculture.Both migratory parents and children require special attention because of the additional difficulties they encounter in educating their children and in participating in the labor market.

1.2 Definitions

The term "Hispanics" is primarily used in this report to denote individuals of Spanish Culture or Origin whether Puerto Rican, Cuban, Mexican, Central or South American or other. It is a term used without regard to race. The determination of Hispanics is made by self-identification, a method similar to that of the U.S. Census of 1980. Although the U.S. Bureau of Census uses the term "Spanish Origin," this report uses the terms "Hispanics" and "Spanish-Origin" interchangeably. When the report refers to "white" and "black" ethnic groups, this means "white, not including those of Hispanic origin,"and "black, not including those of Hispanic origin."

Other terms used frequently are defined in Appendix D, Glossary.

For the purpose of the needs assessment, the Hispanic population is divided into six groups: (1) less than 16 years old; (2) In-School youth (ages 16 to 21); (3) Out-of-School youth (ages 16-21); (4) Adult men (ages 22 to 65); (5) Adult women (ages 22 to 65); and (6) the elderly (over 65 years old). Youth groups may be subdivided into male and female. Definition of these groups is decided strictly on the basis of age, sex, and the status of attending high school or college. The respective size of each group is shown in Table 1-1 in terms of total Hispanic population.

TABLE 1-1
CLASSIFICATION AND SIZE OF STUDY GROUPS
HISPANICS IN CONNECTICUT

STUDY GROUP	TOTAL HISPANICS	
Less than 16 years old	52,360	(38.6%)
In-School Youth (Ages 16-21)	8,689	(6.4%)
Out of School Youth (Ages 16-21)	9,399	(6.9%)
Adult Men (Ages 22-65)	28,696	(21.1%)
Adult Women (Ages 22-65)	32,776	(24.1%)
Over 65 years old	3,944	(2.9%)
Total	135,864	(100.0%)

Source: 1982-83 University of Bridgeport Survey of Hispanics in Connecticut

1.3 Data Sources

The needs assessment is primarily based on cross tabulations from the 1982-83 Survey of Hispanics in Connecticut conducted by the University of Bridgeport, Urban Management Institute.

Trained bilingual interviewers surveyed 500 randomly selected Hispanic households in seven major cities of Connecticut (Bridgeport, Hartford, Waterbury, New Haven, Stamford, Norwalk, and Meriden). This survey sample represents about 1.5 percent of the total number of Hispanic households in the state. Due to limited resources, Hispanics in suburban as well as rural areas were not surveyed. However, the concentration of the survey on Hispanics in urban centers is justified on three grounds.

First, 68.7 percent of all Hispanics in Connecticut reside in these seven cities. Second, more than 78.6 percent of all Hispanics in the state reside in the central cities of the state, and it can be assumed that the characteristics of the Hispanic population in the remaining urban centers are quite similar to those of the urban centers surveyed. Third, the employment and training needs are much more acute among Hispanics found in the central cities than Hispanics living in the suburbs.

However, as nearly one-fifth of suburban and rural Hispanics are not included in the survey, the data must be more appropriately described as data on the Hispanics in urban centers of Connecticut. (See Appendix A for the questionnaire used and a summary of the survey methodology)

In addition to the 1982-83 Survey of Hispanics in Connecticut, the following sources were used in preparation of this report.

- A Survey of Agencies Serving the Hispanic Population in Connecticut conducted by the University of Bridgeport, Urban Management Institute. This survey updated the 1981 Directory of Agencies Serving the Hispanic Population in Connecticut prepared by the University of Hartford. The updated copy is available from the State Department of Education, Division of Vocational and Adult Education.
- 1983 Hispanic Community Leaders Survey conducted by the University of Bridgeport, Urban Management Institute. In order to solicit suggestions for strategies to improve the employment and training opportunities for Hispanics, the Institute surveyed 365 Hispanic community leaders throughout the state with a two-page questionnaire of open-ended questions.
- 1980 U.S. Census of Population and Housing.
- Vocational Education Data System (VEDS), 1981-82, Connecticut State Department of Education.
- Annual Planning Information reports, 1981, prepared by the State Labor

Table 1-2

HISPANIC POPULATION IN CONNECTICUT BY TARGET GROUP, 1980 and 1983

Target Group	1980 Census				1983 Estimates by Urban Mgt.Inst.			
	Total Hispanic		Hispanics in Central Cities		Total Hispanic		Hispanics in Central Cities	
Less Than 16	47,937	(38.5%)	39,760	(40.5%)	52,360	(38.5)	43,497	(40.5%)
Male	24,448	(19.6)	20,354	(20.7)	26,656	(19.6)	22,339	(20.8)
Female	23,489	(18.9)	19,406	(19.7)	25,704	(18.9)	21,158	(19.7)
In-School	16,601*	(13.3)	13,262*	(13.5)	8,689	(6.4)	6,965	(6.5%)
Male	8,253	(6.6)	6,396	(6.5)	4,142	(3.1)	3,320	(3.1%)
Female	8,348	(6.7)	6,866	(7.0)	4,547	(3.3)	3,645	(3.4%)
Out-of-School					9,399	(6.9)	7,534	(7.0%)
Male					4,447	(3.3)	3,564	(3.3%)
Female					4,952	(3.6)	3,970	(3.7%)
Adults	56,308	(45.2)	55,994	(43.5)	61,472	(45.2)	61,218	(43.5%)
Male	26,346	(21.1)	19,672	(20.0)	28,696	(21.1)	21,480	(20.0%)
Female	29,972	(24.1)	23,060	(23.5)	32,776	(24.1)	25,239	(23.5%)
Elderly	3,653	(2.9)	2,527	(2.6)	3,944	(2.9)	2,792	(2.6%)
Male	1,529	(1.3)	1,047	(1.1)	1,768	(1.3)	1,181	(1.1%)
Female	2,124	(1.7)	1,480	(1.5)	2,176	(1.6)	1,611	(1.5%)
Total	124,499	(100.0)	98,281	(100.0)	136,000	(100.0	107,400	(100.0%)
Male	60,576	(47.7)	47,469	(48.3)	66,232	(48.7)	51,874	(48.3%)
Female	63,923	(51.3)	50,812	(51.7)	69,768	(51.3)	55,526	(51.7%)

*In- and out-of-school youths are combined.

Department, Office of Research and Information for the State of Connecticut CETA prime sponsors.

- Various reports from CETA Prime Sponsors located in Stamford, Bridgeport, New Haven, Hartford, Waterbury, and the Balance of the State.
- School enrollment and college enrollment data from the State Department of Education and the Board of Higher Education.

Other sources are also used and they are noted in relevant tables.

1.4 Compatibility of University of Bridgeport Survey and 1980 U.S. Census Data

A crucial question in utilizing the University of Bridgeport Survey data is its reliability and accuracy.

The sample size in the survey was adequate enough to provide a high probability of being accurate. The sampling methodology statistically assures that the sample households were selected to represent a wide variety of Hispanics that reflected the composition of the total Hispanic population in Connecticut. For example, each sample city was divided into three subareas - Core, Ring, and Fringe - depending on the extent of the Hispanic population concentration in the census tracts. The Core area, where Hispanics represent 20 percent or more of the census tract's population, has a high concentration of relatively low-income Hispanic households. In contrast, the Ring and Fringe areas, with somewhat lower Hispanic population densities, are found to have relatively higher income Hispanic households. Accordingly, the sampling strategy was adopted to make sure that an adequate number of various income households were selected from these subareas.

The University of Bridgeport Survey and 1980 U.S. Census data were also found to be quite compatible as shown in Table 1-3. When there are differences, these are likely to be due to the following factors: (1) the University of

Table 1- 3

COMPARISON OF 1980 U.S. CENSUS DATA and 1982-83 UNIVERSITY OF BRIDGEPORT SURVEY DATA

	1980 Census			1982-83 UB Survey
	White	Black	Spanish Origin	Urban Hispanics
% Female Head of Household	12.5	46.5	33.6	39.9
% Female	51.7	53.1	51.4	52.7
Elementary School or Less	15.4	20.0	41.3	33.0
Some High School (1-3)	12.7	26.1	18.7	22.4
High School or More	71.9	53.9	40.0	44.6
Labor Force Participation Rate	65.3	64.0	61.9	60.5
% Employed	95.1	88.5	91.1	79.7
% Unemployed	4.9	11.5	8.9	20.3
Female LFPR	53.4	58.3	49.6	47.9
Female Unemployment Rate	4.9	10.6	8.5	21.2
Median Income	23,899	13,373	12,854	11,979
% of Renters	33.8	71.1	75.5	81.2

Sources: As noted.

Bridgeport Survey and the 1980 U.S. Census were conducted in two different years: (2) the University of Bridgeport Survey data depict the characteristics of Hispanics in urban areas, while the U.S. Census data represent Hispanics in both cities and suburbs; and (3) there are some definitional differences.

For example, the University of Bridgeport data show an unemployment rate of 20.3 percent in 1983 while the 1980 Census data show 8.5 percent. Although the difference appears very large, it can be easily explained. In the years that the U.S. Census was taken, 1980, the overall unemployment rate in Connecticut was 4.3 percent. In 1983, when the University of Bridgeport Survey was conducted, the overall unemployment rate in Connecticut was 7.5 percent.* Furthermore, the University of Bridgeport Survey unemployment rate is higher than that of the U.S. Census because it is primarily applicable to urban Hispanics, whereas the unemployment rate of the 1980 U.S. Census includes both urban and suburban Hispanics. Similarly, the urban bias of the University of Bridgeport Survey data shows a higher percent of female head of households, a lower percent of college graduates, a lower labor force participation rate, a lower median income, a higher percent of renters, a lower median rent, etc.

1.5 Limitations to the Data and the Report

There are certain limitations to using the University of Bridgeport Survey data. First, all information gathered is based on self-assessment by the respondents. Accordingly, when a person said he/she spoke English well,no objective test was given to determine his/her English speaking proficiency. When a person indicated that he/she wanted to be "retrained as a mechanic or an engineer," the accuracy of that judgement was not objectively tested.

Readers should also recognize that data derived from a sample survey are subject to errors of recall, response, sampling, and estimation.

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* See Federal Reserve Bank, Boston, New England: Economic Indicators,March,1983. p.B6.

Although the sample size is adequate to reveal various characteristics of the target population groups under study (i.e., out-ofschool youth,adult men, adult women, etc.), the further division of sample households into a number of subsample groups (e.g. unemployed out-of-school male youths who are not attending college) makes sample sizes too small to derive reasonably accurate data. The readers are therefore warned that the smaller the subsample size - for example, less than 50 - the greater the variability of the sample statistics from the true sample means. In each table the size of the sample applicable to that table has been indicated. Small estimates, or small differences between estimates, should be interpreted with caution.

1.6 Plan of the Report

The report is divided into four parts. Part I contains introductory chapters describing the objective of the study, methodology used, framework for analysis, and the overall characteristics of the Hispanic population in Connecticut.

In Part II, needs assessments are made in terms of the poverty gap, employment needs, educational deficiencies, and training needs.

Part III discusses the various types of barriers to employment and training faced by Hispanics.

Part IV investigates the extent to which needy Hispanics are served by various training programs and support services. Then the final chapter explores policy implications to enhance training opportunities for needy Hispanics.

Chapter 2

FRAMEWORK FOR NEEDS ASSESSMENT

2.1 Needs Defined

The basic premise of a needs assessment is that there are "unmet" employment and training needs among Hispanics, and that effective ways must be found to meet these needs.

The definition of needs, however, is elusive. Many widely used words are difficult to define. Their meaning is supposedly self-evident and yet, because of their wide usages, they have acquired a variety of meanings. Perhaps the most common definition for needs is the discrepancy between actual and desired conditions: a discrepancy between "what is" and "what ought to be".* This is called the discrepancy definition, and it is used in this report.A major difficulty with the discrepancy definition is that it requires knowing what the desired condition or "norm" is. Since there are many ways to define the "norm", we can classify needs in many different ways.

The concept of a need is quite different from the concept of a "demand". Economists define damnds as those goods and services which consumers are willing and able to purchase in the marketplace. For a demand to exist,the ability to purchase goods and services must exist in addition to the willingness to buy them. In contrast, a need is a social and biological concept which does not take the ability to purchase into consideration. Rather, a need is solely determined by the social and biological requirements for maintaining certain standards of human and social existence. It can therefore be inferred that human need derives its meaning from the concepts of human rights.Needs can be defined only in terms of a deviation from explicit social standards. However, it is as difficult to define "social standards" or "human rights" as it is to define needs.

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*J.Stanley Ahmann, Needs Assessment for Program Planning In Vocational Education, Columbus, Ohio: National Center for Research in Vocational Education, The Ohio State University, 1979. p.3.

In using the term "needs", we must differentiate between "total" and "unmet" needs. Total needs may be expressed in terms of minimum, satisfactory, or ideal requirements. For example, the poverty threshold is a minimum concept, and full-employment may be an ideal or satisfactory condition depending on the level of unemployment that can be tolerated. When we use the word "need" without a prefix it denotes unmet needs.

Needs may be classified according to functional areas such as employment needs, training needs, educational needs, nutritional needs, cultural needs, etc.

Needs may be classified into individual and social/institutional needs. To the extent that social institutions are to serve the needs of individuals, the institutional needs must be defined in terms of the individual needs they serve.

Needs may be also expressed either in absolute or relative terms. In the former definition, a target level of achievement is specified in absolute terms. For example, we may define poverty level income as that level of income which assures a subsistence living standard in a society. In relative terms, poverty-income may be defined as that level of income associated with a certain relative position in society. Thus, a poverty income level may be the median income.

In this report, both absolute and relative definitions are used. Whenever data are available, comparisons are made to the white population. The white population is used as a surrogate for the social norm since it represents the mainstream population. Therefore, if the white median income is $23,000, the Hispanic income level is measured against this "norm."

2.2 A Theory of the Poverty Cycle: The Significance of Assessing Employment and Training Needs

Since jobs are the major source of income and since education and training are presumed to lead to jobs, it has been natural that public authorities turn to them as major weapons in the war against poverty. Every piece of educational, vocational, manpower, and welfare legislation which has been passed or proposed since 1960 has contained provisions for training. The MDTA of 1962, the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, the Economic Opportunity Act, the Vocational Education Amendments Act of 1968, the Comprehensive Employment and Training Act of 1973 (CETA), and the Job Training Partnership Act (JTPA) of 1983 which will replace CETA --all identified education and training as the principal weapons for fighting poverty.

We may classify forces which affect Hispanic employment status and ultimately earning ability into four groups: (1) external events; (2) social barriers; (3) human capital factors; and (4) limited English proficiency (see Figure 1-1). Boundaries of these classifications are not perfectly neat because many of the factors included under each class are necessarily interrelated or even overlapping.*

External events include those happenings which take place in the world beyond one's control. Examples are: national economic conditions, family break-ups, premature death of parents, war, natural calamities such as earthquakes, floods, tornadoes, etc. When the national economy is in recession or dpression, even those with the best education may experience unemployment and poverty.

Social and institutional barriers include all kinds of discrimination. Discriminations are those nonmarket barriers which exclude some people from either the acquisition of human capital or from equal access to jobs. A variety of discriminatory practices exist. Discrimination is exhibited more often in subtle than overt ways.

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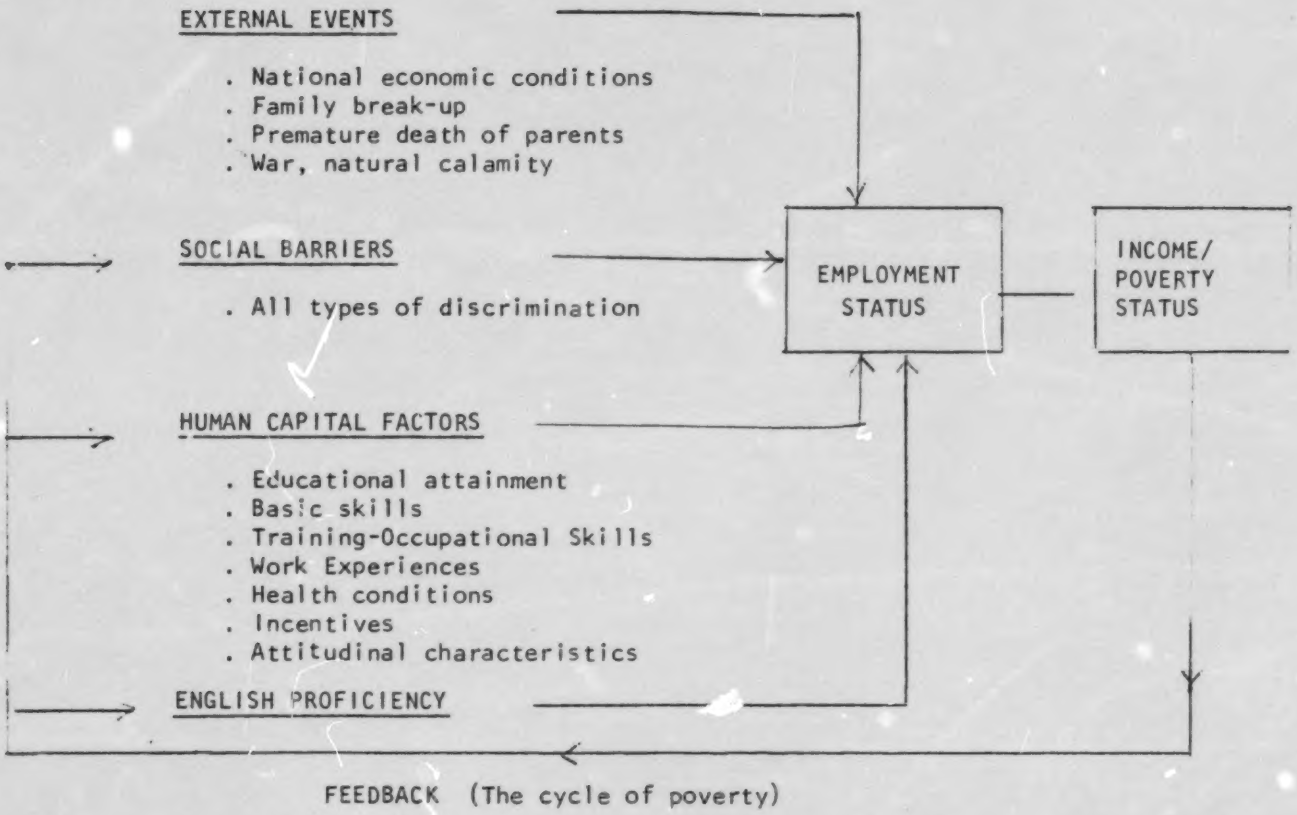
*See Robert J. Lampman, "Approaches to the Reduction of Poverty," American Economic Review 55:2, May 1965, pp.521-529.

FIGURE 2-1

STRUCTURE OF THE POVERTY CYCLE


EXTERNAL EVENTS
. National economic conditions
. Family break-up
. Premature death of parents
. War, natural calamity
SOCIAL BARRIERS
. All types of discrimination
HUMAN CAPITAL FACTORS
. Educational attainment
. Basic skills
. Training-Occupational Skills
. Work Experiences
. Health conditions
. Incentives
. Attitudinal characteristics
ENGLISH PROFICIENCY
EMPLOYMENT STATUS
INCOME/ POVERTY STATUS
FEEDBACK (The cycle of poverty)

Human resource factors are those attributes of individuals which define their employment and earning potential (productivity) relative to all other prospective workers. To a large extent, these factors include skills and incentives represented by education, training, and work experience. The word "human capital" was coined by economist Gary Becker.* They include: level of educational attainment, training background, work experiences, health conditions, motivations, and other personal and attitudinal characteristics which contribute to productivity.

To these three factors, a fourth factor, limited English proficiency, is added to emphasize the utmost significance of English competency in affecting the labor market performance and educational attainment of Hispanics.

Last, poverty itself is a powerful force which affects both social barriers and human capital factors. This is a feed-back effect often called the cycle of poverty. Very often this cycle of poverty operates in an intergenerational time framework. It is the longterm objective of the war against poverty to break this cycle. Effective job training programs may not be a sufficient condition, but it is certainly a necessary condition to do this.

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* Gary S. Becker, Human Capital, New York: National Bureau of Economic Research, 1975.

Chapter 3

GENERAL CHARACTERISTICS
of
HISPANICS in CONNECTICUT

3.1 Growth of Hispanics in Connecticut

Most Hispanics are recent arrivals to the State of Connecticut. The 1970 Census recorded some 73,357 Spanish-speaking residents. In the 1980 Census,because it was felt that it was not enough to count only those who were Spanish-speaking, a count was made of those of Spanish Origin. This total of those of Spanish Origin was 124,499 in 1980 in contrast with some 102,988 persons who said that they were Spanish-speaking. Our Estimate is that there were,in April 1983, some 136,000 Hispanics, persons of Spanish-Origin.

To further complicate matters, persons of Spanish Origin may be either Black or White. Thus in Connecticut mostof those counted as of Spanish Origin are also counted asbelonging to the total of the White population. This overlapping count should be recalled when comparisons are made between Hispanics and Whites.

Additionally prior to the 1970 Census, there was no general differentiation of Hispanics in the non-minority population of the United States. For this and other reasons comparisons of the number and status of Connecticut Hispanics over the past are largely unavailable.

3.2 Distribution in the State

Although Hispanics constitute 4.1% of the state's 3 million population in 1980, they are largely concentrated in the major metropolitan areas of the state and constitute a very high percentage of the total population in each city. (See Table 3-1).

As shown in Table 3-1, the highest concentration of Hispanics is found in Hartford where 20.5% of the City's total population is of Hispanic or Spanish-origin. (See Table 3-1). Ohter major Hispanic concentrations are found in Bridgeport (18.7%), New Britain (8.2%), New Haven (8.0%), Stamford (5.6%), Waterbury (6.7%) and Norwalk (5.8%). The figure given in parentheses is the city's Hispanic population as a percent of the city's total population. These eight cities contained 74.6 percent of the state's total Hispanic population.

Within these cities, Hispanics are concentrated in the Core area or high density areas near the Central Business District (CBD). In these Core areas, Hispanics constitute more than 20 percent of the total population residing in each census tract. More than 61 percent of the Hispanics live in these Core areas, while 19 percent live in the Ring area, and the balance of 20 percent live in the Fringe area.

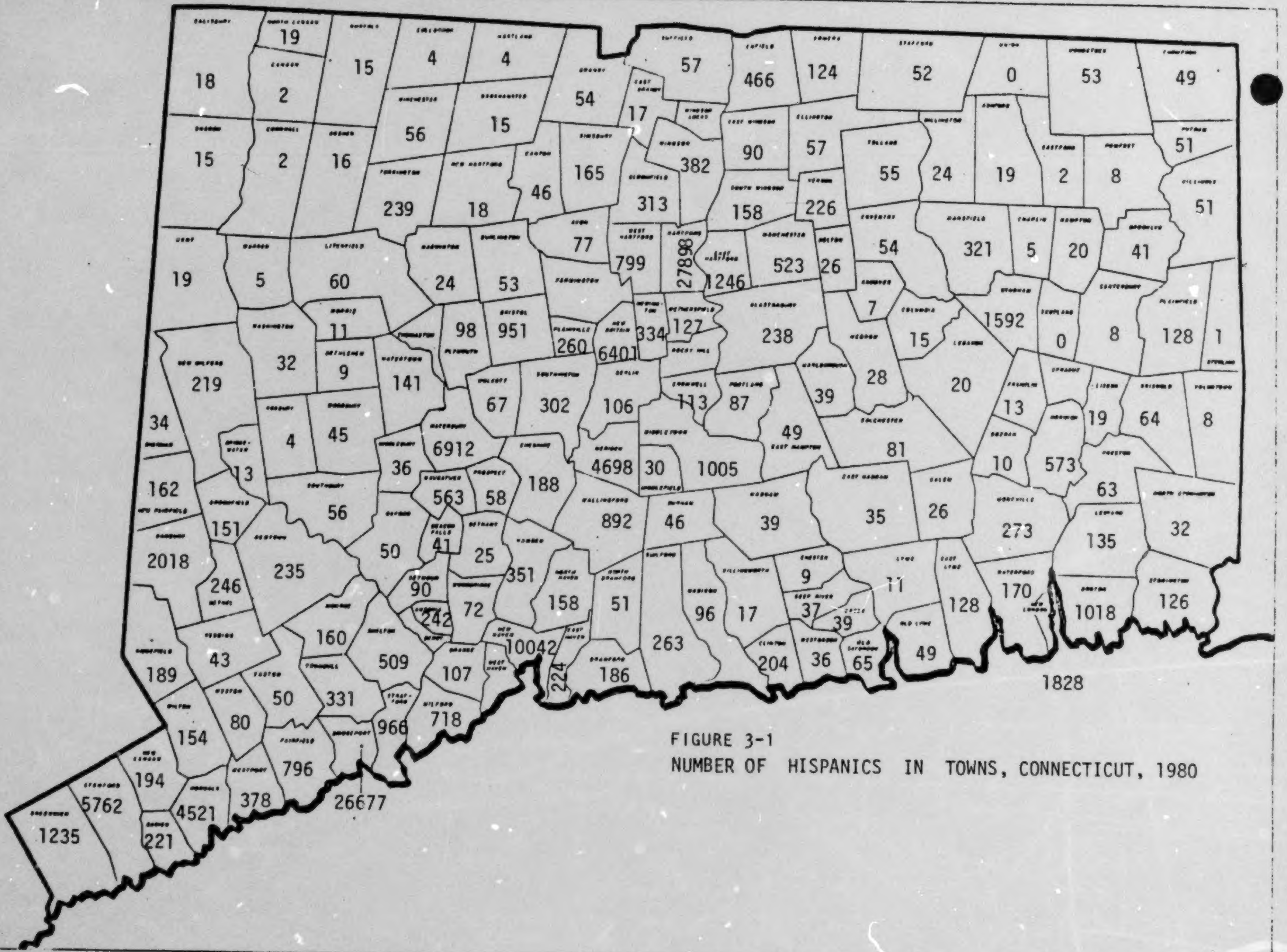
Table 3-1 shows the distribution pattern of Hispanics by Labor Market Area (LMAs) in the state. With 27.4 percent of all the state's Hispanics in the Hartford LMA and 24.5 percent in the Bridgeport LMA, these two LMAs contain nearly 53 percent of all the Hispanics in Connecticut.

Figure 3-1 exhibits the spread of Hispanics in major cities of Connecticut along two major routes, I-91 and I-95.

3.3 Age and Sex Composition of the Hispanic Population

From the state's white and Hispanic population pyramids (see Figure 2-2), it is clear that these two ethnic groups represent different types of populations in terms of age and sex divisions within them. Hispanics have the greatest proportion of very young persons (age cohorts up to and including fifteen year olds), and as a result, the average age for the Hispanics is the lowest of the ethnic groups. The youthfulness of the Hispanic population is well summarized by the median age of Hispanics which is 20.1 years compared with 30.2 years for the the white population.

In both persons per household and persons per family, Hispanics average higher than whites, blacks, and other ethnic groups. The average household size for Hispanics is 3.82 persons while that of whites is 2.87. This is significant because family or household income is divided among more individuals, thus potentially reinforcing a lower standard of living.


18
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19
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8
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239
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226
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7
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302
106
113
87
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28
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4
45
6912
4698
30
1005
49
81
10
573
162
13
36
563
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188
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331
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966
718
154
796
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5762
378
26677
4521
1235
221

FIGURE 3-1
NUMBER OF HISPANICS IN TOWNS, CONNECTICUT, 1980

TABLE 3-1

Population By 17 Labor Market Areas

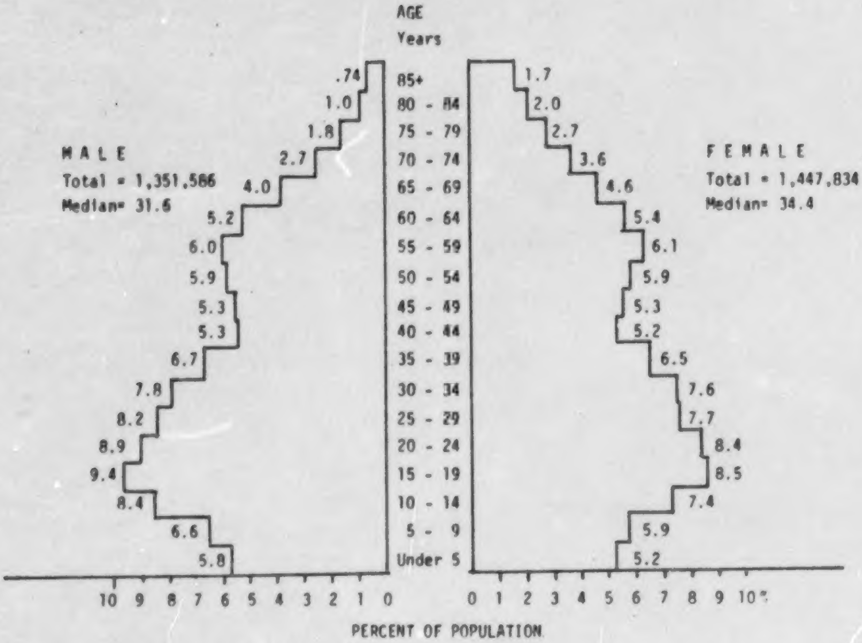
			Spanish Origin						
	All Races	White	Spanish Origin	% of All Races	% of Total	Hispanic	In Central City	% Total Hispanic	% of All Races
STATE TOTAL	3,107,576	2,811,092	125,256	4.03	100.0				
1. Ansonia	39,107	37,367	406	1.04	.3				
2. Bridgeport	395,455	345,895	30,672	7.76	24.5		26,677*	21.0	18.7
3. Bristol	73,762	72,091	1,046	1.42	.8				
4. Danbury	179,045	172,100	3,296	1.84	2.6		2,018	1.6	3.3
5. Danielson	63,842	63,363	529	.83	.4				
6. Hartford	702,458	614,873	34,345	4.89	27.4		27,989*	22.0	20.5
7. Meriden	57,118	53,122	4,817	8.43	3.8		4,698*	3.8	8.2
8. Middletown	117,735	111,551	1,705	1.45	1.4				
9. New Britain	142,241	134,205	7,282	5.12	5.8		6,401	5.1	8.7
10. New Haven	417,679	358,246	13,367	3.20	10.7		10,042*	8.1	8.0
11. New London	162,562	151,802	3,679	2.26	2.9		1,828	1.5	7.5
12. Norwalk	126,673	112,270	5,146	4.06	4.1		4,521*	3.6	5.8
13. Norwich	63,324	60,925	701	1.11	.6				
14. Stamford	198,854	178,098	7,673	3.86	6.1		5,762*	4.6	5.6
15. Torrington	82,533	81,430	550	.67	.4				
16. Waterbury	230,751	211,970	8,070	3.50	6.4		6,912*	5.6	6.7
17. Willimantic	54,437	51,784	1,972	3.62	1.6		1,214	1.3	8.3
Total			125,256						

Source: 1980 U.S. Census of Population

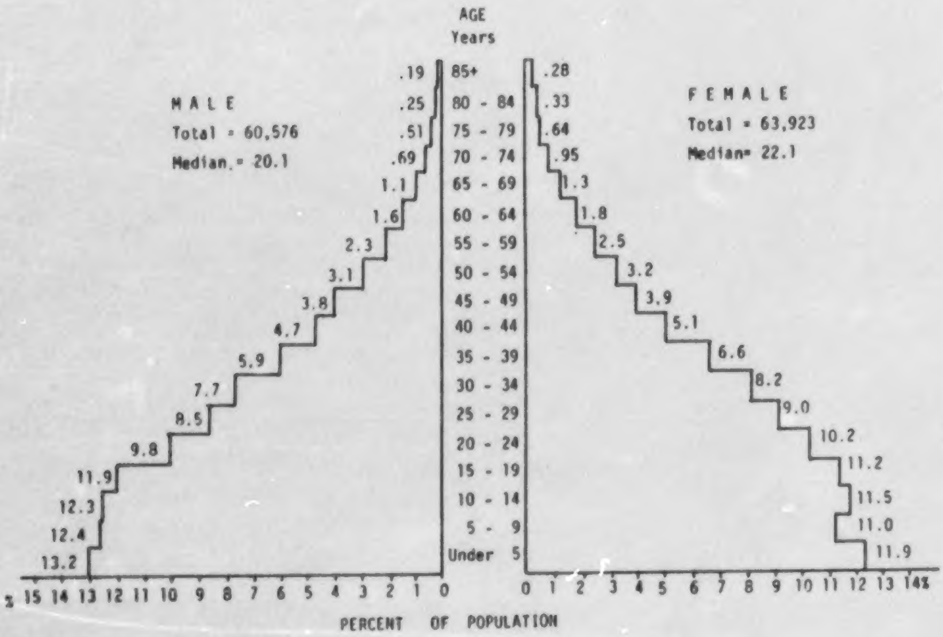
*cities surveyed=68.7%

FIGURE 3-2 AGE AND SEX COMPOSITION OF HISPANIC AND WHITE POPULATIONS
CONNECTICUT 1980

WHITE



SPANISH ORIGIN



3.4 Ethnic Composition

According to the U.S. Census, the distribution of the state's Hispanic population of 124,499 in 1980 is as follows: 71.0% Puerto Rican;4.5% Cuban, 3.6% Mexican, and the remaining 20.9% to the "other" category for the Spanish-origin population. The UB Hispanics Survey data generally confirm the Census data, but with a somewhat larger percentage of Cubans and a much smaller percentage of Mexicans.

TABLE 3-2
ETHNIC COMPOSITION
of the
HISPANIC POPULATION IN CONNECTICUT

	1980 U.S. CENSUS		1982-83 UB SURVEY
	Number	%	%
Total Hispanics	124,499	100.0%	100.0
Puerto Rican	88,361	71.0	70.9
Cuban	5,610	4.5	6.6
Mexican	4,475	3.6	.3
Other Spanish-origin	26,053	20.9	21.5
Don't Know/No Response	-	0	.7

Sources: As noted.

Puerto Ricans: In 1980 the nation's Puerto Rican population was 2,013,945, an increase of about 600,000, or 41 percent, over 1970. Almost a million lived in New York State, followed by New Jersey with 244,000 and Illinois with 129,000.

During the last decade Puerto Ricans were moving out of New York City proper and migrating to various states in the Northeast and North Central regions. Thus, the proportion living in New York State dropped from 64 to 49 percent, while the proportion living in other states increased.*

Connecticut, with 88,361 Puerto Ricans, was ranked among the states with more than 75,000 Puerto Ricans, such as Florida, California,Pennsylvania, and Massachusetts. While the Puerto Rican population grew by 41% in the nation, Connecticut's Puerto Rican population grew by 69% within the same period.

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* See U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population's Persons of Spanish by State: 1980 (Supplementary Report, PC 80-S1-7)

Puerto Ricans were the dominant Spanish-origin group in six states:in Connecticut, 71 percent of all Hispanics were Puerto Ricans; Pennsylvania,60 percent; New York, 59 percent; Massachusetts, 54 percent, and Delaware and New Jersey, 50 percent each.

Cuban-Origin: The Cuban origin population in 1980 was 803,226 in the United States, an increase of 48 percent during the last decade.Major concentrations of Cubans in the nation can be found in states such as Florida (470,000), New Jersey (81,000), New York (77,000), California (61,000), Illinois (19,000), and Texas (14,000). In Connecticut, there were 5,160 Cuban in 1980.

Although this report could not go into the detail of separating the employment and training needs of Cubans from the rest of the Hispanics,it must be noted that the general characteristics of Cubans are considerably different from those of Puerto Ricans who are the dominant ethnic group among Connecticut's Hispanics. Earlier studies have indicated that Cuban characteristics and needs generally resemble those of whites,while the needs of Puerto Ricans are quite similar to the level of needs experienced by blacks.

Mexicans: Although the Mexican population is by far the largest Hispanic group in the nation and dominates other parts of the nation,they constitute a very small group in Connecticut.

Persons of Other-Spanish Origin: This category includes persons from Spain, the Spanish-speaking countries of Central and South America,and persons who identified themselves as "Latino", "Spanish-American," "Hispano,"etc. The UB Survey found that the majority of this category are young Hispanics born in the U.S. mainland. Accordingly, many of them are persons of Puerto Rican parentage raised on the United States mainland, but who identify themselves as Spanish-Americans or Spanish-Speaking Americans.

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*See Hyung C. Chung, A Survey of Spanish-Speaking Manpower in the City of Bridgeport, Published by Higher Education Center for Urban Studies, 1975

3.5 Other General Characteristics

The UB Survey data show the following characteristics of Hispanics in Connecticut:

Household Size: Hispanics in general have a large household size. The median household size is 3.81 according to the UB Survey. According to the 1980 U.S. Census, the median household for whites is 2.79.

Household Head: The UB Survey shows that 39.4 percent of Hispanic households are headed by mothers.* In contrast, 12.5% of white and 46.5% of black households are headed by women, according to the 1980 Census.

TABLE 3-3

HOUSEHOLD HEAD OF HISPANIC HOUSEHOLDS
in
CONNECTICUT
1982-83 UB SURVEY

Household Head	Hispanic %	Household Number
Grandfather	.6	186
Grandmother	.3	93
Father	58.0	17,948
Mother	39.4	12,192
Sons and Daughters	1.7	526
TOTAL	100.0	30,945

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

Birthplace: The UB Survey reveals that 42.4% of the Hispanic population were born in the mainland U.S., with 29.8% born in Connecticut, 6.4% in New York City, and 6.2% in other parts of the U.S. mainland. The remaining 57.6% were born in Puerto Rico (50.5%), Cuba (4.5%) and other foreign countries (2.6%).

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*According to the 1980 U.S.Census, 33.6 percent of Hispanic households were headed by women. (See Table 1-2). A slightly higher percentage of the University of Bridgeport Survey data may be due to its urban-bias as noted in section 1-3.

3.6 Summary

While Hispanics have for a long time been present in the population of Connecticut, in recent years both their numbers and their proportion in the total population has been increasing rather rapidly. Hispanics have grown in numbers on the average of 5.4 percent or 5,114 persons per year since 1970. The 1980 Census recorded some 125,000 persons of Spanish Origin. These Hispanics are largely concentrated in cities and towns along highways I-95, I-91 and I-84. Nearly 80% of the state's Hispanics live in these cities and towns. In those cities and towns, the Hispanics tend to be concentrated in the most densely populated Core area near the CBD (Central Business District). Sixty-one percent of the cities' Hispanics are found to be living in these Core areas.

Puerto Ricans who constitute about 71 percent of the state's total Hispanic population, are the dominant ethnic group. Cubans (4.5%) and Mexicans (3.6%) were reported by the 1980 Census to be distant second and third component ethnic groups among the state's Hispanics.

Hispanics as the Census has shown have relatively large families. The median age of the Hispanic population in 1980 was 21.1 years while that for the total White population was 33.1 years. A very high percentage (40%) of Hispanic households is headed by women. The University of Bridgeport Urban Management Institute Survey estimated the Connecticut Hispanic population to be 136,000 as of April, 1983.

PART II

NEEDS ASSESSMENT

Chapter 4

THE INCOME GAP

4.1 The Poverty Level

An employment and training needs assessment must begin with a discussion of the income gap Hispanics experience since earning income is the ultimate goal of employment and training.

An income gap is measured in terms of what percent of Hispanics earn less than the poverty-level income. The poverty level is the annual income threshold below which families and individuals are considered to live in poverty. There is not, and probably will never be, a consensus on any one definition of poverty. However, the U.S. Census defines the poverty-level income as about three times the estimated cost of a nutritionally adequate diet. The poverty-level income was first determined by the Social Security Administration in 1964 from the Department of Agriculture's 1955 survey of food consumption. It found that families of three or more persons spend approximately one-third of their income on food. The poverty level for these families was therefore set at three times the cost of the economy food plan. For smaller families and persons living alone, the cost of the economy food plan was multiplied by factors larger than three in order to compensate for the relatively larger fixed expenses of these smaller households.

The income cutoffs or thresholds are adjusted for family size,number of children, age of the family household member or unrelated individual.The poverty thresholds are also updated every year to reflect changes in the Consumer Price Index (CPI). As an example, the poverty threshold for a family of four with two related children under 18 was set at $7,356 in 1979. Poverty thresholds are computed on a national basis only. No attempt has been made to adjust these cutoffs for regional, state, or other local variations in the cost of living.

It must be noted that excluded from the income concept are the money values of receipts from in-kind government transfers such as food stamps, medicaid, and public housing; private transfers such as health insurance premiums paid by employers; the value of services obtained from the ownership of assets such as owner-occupied housing units; and receipts from the sale of poverty and withdrawals from bank deposits, as well as gifts and borrowed money.

4.2 Below Poverty Level Hispanics

Families and persons whose total family income or unrelated individual income in 1979 was less than the poverty threshold are classified as the poor or BPL families. As of 1979, 32.8% (nearly one-third) of the Hispanic population were determined to have incomes below the poverty level. In contrast, 28.9% of blacks and 6.3% of whites were earning less than the poverty-level income. Indeed, Hispanics are the poorest among the three ethnic groups in Connecticut. The H/W (Hispanic to white) poverty ratio is about 5.0, indicating that the poverty rate among the Hispanic population is five times greater than the poverty rate among whites.* Actually, the relative poverty gap of Hispanics is much greater than these data indicate. For whites, the poverty population consists of a disproportionately large number of persons sixty-five years and older. Thus, even though the current earned income might be deficient among white elderly persons, many own property or receive unearned income. In contrast, the below poverty-level Hispanic population consists of a disproportionately large number of children who have no earned income at all other than some public assistance, e.g., food stamps, public housing, etc.

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* The poverty rate is defined as the percent of the population that falls below the poverty threshold. The H/W ratio = 32.8/6.3

TABLE 4-1

BELOW POVERTY-LEVEL HISPANIC POPULATION in CONNECTICUT

	Hispanics	Black	White
Total Population	124,061	217,433	2,807,784
Number of Persons with Poverty Status	121,748	208,983	2,736,404
Income in 1979 below Poverty Level	39,927	60,432	171,109
% Below Poverty Level	32.8%	28.9%	6.3%

Source: 1980 U.S. Census

Table 4-2

POOR HISPANICS AND WHITES IN CONNECTICUT BY LABOR MARKET AREA 1980

Labor Market Area	Whites		Hispanics		
	Number Below Poverty	% of Total LMA Whites	No. Below Poverty Level	% of Total LMA Hispanics	% of total BPL Hispanics in the State
State Total	164,325	6.0%	40,345	32.9%	100.0
Ansonia	1,818	4.9	*	*	
Bridgeport	22,399	6.6	10,496	34.5	26.0
Bristol	3,443	4.8	279	26.7	.7
Danbury	6,184	3.8	351	11.5	.9
Danielson	5,167	8.3	90	20.6	.2
Hartford	32,149	5.4	13,864	41.4	34.4
Meriden	3,299	6.3	1,138	23.8	2.8
Middletown	6,256	5.8	340	22.4	.8
New Britain	8,624	6.6	2,564	35.4	6.4
New Haven	25,917	7.5	4,532	35.0	11.2
New London	9,138	6.4	885	26.2	2.2
Norwalk	4,361	3.9	616	12.1	1.5
Norwich	5,822	10.1	109	8.2	.3
Stamford	6,433	3.6	1,382	18.1	3.4
Torrington	4,804	6.1	20	5.0	*
Waterbury	13,655	6.7	3,048	38.9	7.6
Willimantic	4,171	10.3	571	32.9	1.4

Source: 1980 U.S. Census Summary Tape File 3A (STF 3A) which contains the data from the sample count. Accordingly, LMA data presented in this table may have been reduced due to suppression within the region. The sum of LMA data does not equal state total.

4.3 Distribution Pattern of Below Poverty-Level Hispanics

As shown in Table 4-2, below poverty-level (BPL) Hispanics are highly concentrated in urban labor market areas such as Hartford (34.4%), Bridgeport (26.0%), New Haven (11.2%), Waterbury (7.6%), New Britain (6.4%),and Stamford (3.4%). The figure in parentheses shows the percentage of total BPL Hispanics in the state residing in each LMA. Nearly 90 percent of all BPL Hispanics are found in these seven LMAs. To be sure, these are the areas where the employment and training needs of Hispanics are the greatest.

In terms of the poverty ratio (percent of below poverty-level population), as high as 41.4% of the Hartford LMA were poor. Hartford is followed by Waterbury (38.9%), New Britain (35.4%), New Haven (35.0%), Bridgeport (34.5%), Willimantic (32.9%), Bristol (26.7%), New London (26.2%), Meriden (23.8%), Middletown (22.4%), and Danielson (20.5%) in that order.

4.4 The Median Income

According to the 1980 Census, Hispanics had a slightly lower median income than blacks and almost one half that of whites (see Table 4-3). The UB Survey reveals that the median income of the out-of-school youth is $7,563, which is substantially lower than the median income for adult Hispanics. The Hispanic adult female median income ($11,920) is about 16.6% lower than the adult male median income ($14,300) in 1983.

The median income of $11,920 from the UB Survey appears to be somewhat smaller than the $12,854 recorded by the 1980 U.S. Census, particularly when we take into consideration the inflationary effects since 1980.However,UB data are primarily for the Hispanics in urban centers while the U.S. Census data includes relatively affluent Hispanics living in suburban towns (see section 1.4 for compatibility of the data).

TABLE 4-3

MEDIAN INCOME OF HISPANICS BY STUDY GROUP
AND COMPARISON WITH MEDIAN
INCOME OF WHITES AND BLACKS

	1982-83 UB SURVEY				1980 U.S. CENSUS		
	Out-ofSchool Youth	Adult Men	Adult Women	All Urban Hispanics	Spanish Origin	White	Black
Median Income	$7,563	14,300	11,514	11,920	12,854	23,899	13,373

*Gross income before deductions of the employed Hispanics.
Sources: As noted.

4.5 Income Sources

The great preponderance of poor among the Hispanics is essentially due to the fact that a very small percentage of Hispanics derive their income from earned wages and salaries. Thus,as low as 48.2 percent of adult Hispanic women, 69.0 percent of out-of-school youth, and 64.3 percent of adult men earned wages and/or derived incomes from self-employment. On the other hand, 44.6 percent of adult Hispanic women,22.6 percent of out-of-school youth, and 27.9 percent of adult men depended on social security payments, public assistance (welfare), disability benefits and food stamps.

Without doubt these public transfer benefits have the effect of mitigating poverty among the Hispanic population. On the other hand, sharing the meager incomes among a large number of children tends to aggravate the poverty status among the majority of Hispanics.

TABLE 4- 4

INCOME SOURCES OF URBAN HISPANIC FAMILIES IN CONNECTICUT, 1982-83

	Out-of-School Youth	Adult Men	Adult Women	All Urban Hispanics	Urban Total
Wages and Salary	66.2%	62.6%	45.4%	52.3%	56,167
Self-Employment	2.8	1.7	2.8	3.0	3,222
Social Security	4.2	6.1	6.4	6.5	6,981
Rent and Dividend	1.4	.9	2.4	1.7	1,826
Public Assistance (Welfare)	8.5	9.6	22.3	16.6	17,827
Disability Benefits	0	2.6	2.0	2.2	2,363
Food Stamps	9.9	9.6	13.9	12.0	12,887
Other	0	2.6	1.6	1.7	1,826
No Response	7.0	4.3	3.2	3.9	4,188
Total	100.0	100.0	100.0	100.0	107,287
	(N=71)	(N=115)	(N=251)	(N=465)	

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

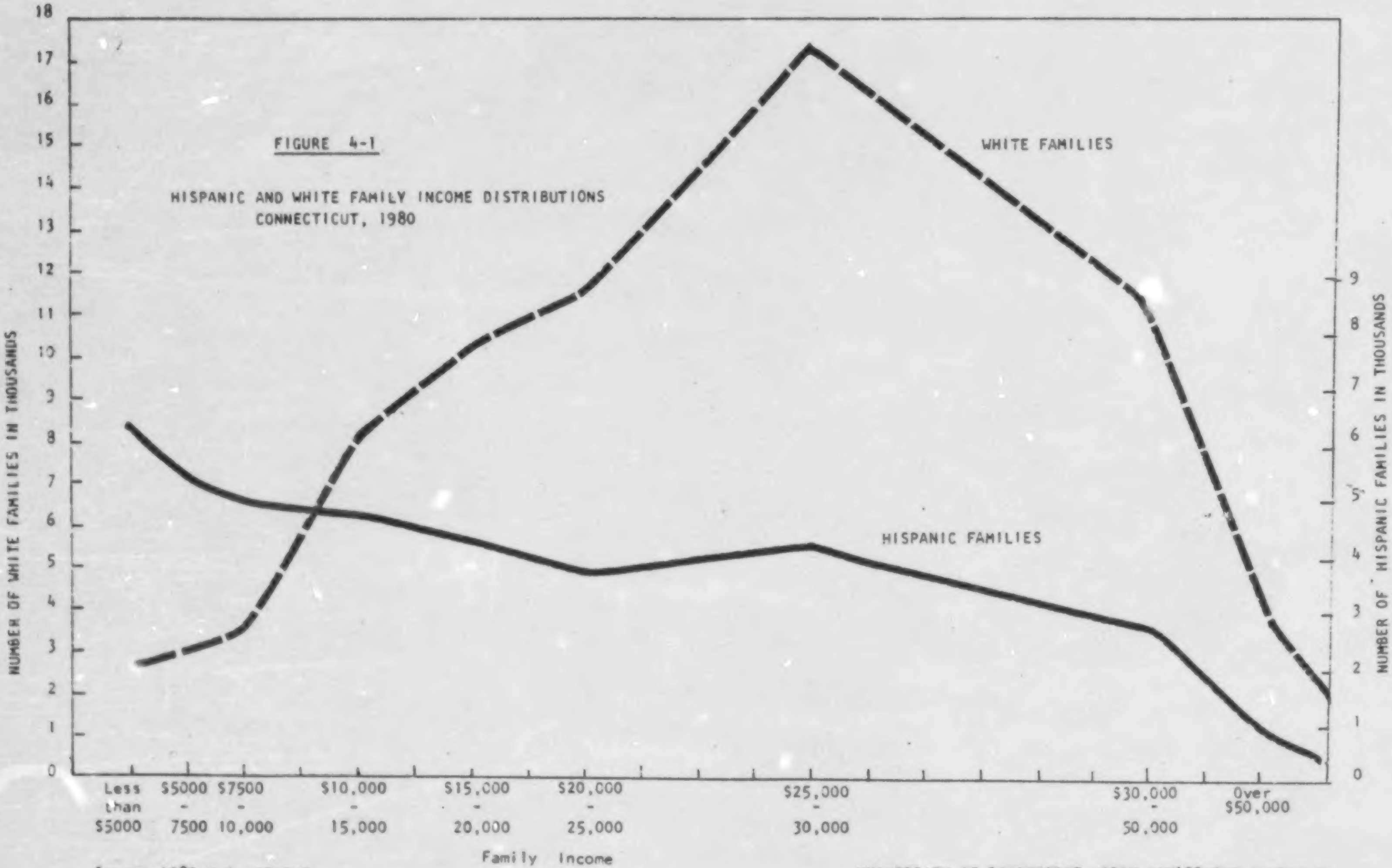

FIGURE 4-1

HISPANIC AND WHITE FAMILY INCOME DISTRIBUTIONS
CONNECTICUT, 1980

Source: 1980 U.S. CENSUS

UNIVERSITY OF BRIDGEPORT URBAN MANAGEMENT INSTITUTE

4.6 Income Distribution Pattern

Perhaps the most revealing picture of Hispanic poverty is to compare income distribution patterns between whites and Hispanics. As shown in Figure 4-1, the income distribution among whites is illustrated by a normal (bell-shaped) curve indicating that the greatest number of white families fall in the middle-income range and that there are relatively fewer very poor and very rich families. In contrast, the income distribution curve for Hispanic families is very skewed toward the poverty level bracket (or the left in the diagram) and shown to be a negatively sloped curve, indicating that there are a very large number of families falling under the "poorest" income category with progressively fewer Hispanics falling under relatively higher income brackets. Assuming that the white income distribution pattern is the norm, the income gap for Hispanics is indeed tragic.

4.7 Summary

The ultimate goal of the employment and training needs assessment is to improve the earning capability among the Hispanic population and to eliminate poverty. Hispanics are the poorest group in Connecticut, measured in terms of the median income and poverty rate. Their median income in 1980 ($12,854) was only half that of whites ($23,899), and also slightly lower than that of blacks ($13,373). Nearly one-third of Hispanics are counted as earning below poverty level incomeswhile only 6.3% of whites are so classified. The below poverty-level Hispanics (BPL) are found principaly in the Hartford and Bridgeport Labor Market Areas. The income gap is the severest in Hartford where more than 40% of the city's Hispanics are BPLs. Roughly 66% of the out-of-school youth,45% of the adult Hispanic women, and 63% of the adult Hispanic men earn wages and salaries, while the remaining segment of Hispanics depend on various types of public assistance. The picture is indeed very grim and clearly underscores the urgent need for employment and training for Hispanics in Connecticut.

Chapter 5

EMPLOYMENT NEEDS

5.1 Introduction

The immediate cause of poverty for an individual is either the lack of a job or a job that pays little. The presence of an extreme income gap among Hispanics suggests that they suffer from severe employment problems as well.

Employment needs are measured in terms of the labor force participation rate, unemployment rate, and underemployment rate. The labor force participation rate refers to the percent who participate in the labor force either by working or looking for a job. The unemployment rate is the percent of the labor force who don't have a job, but are seeking one. When a person actually attempts to look for a job during the four weeks preceding the survey week,he/she is said to be actively looking for a job. An unemployed person who is not actively seeking a job is included in the not-in-the-labor force category. Included in this group are the persons who are in school, retired persons,those taking care of children at home, those who for a variety of reasons have no current interest in working, and 'discouraged workers.' Discouraged workers are defined as those persons who want a job, but who are not looking for work because they feel no jobs are available. Such persons are not counted as unemployed because they fail to meet the basic requirement of actively looking for work.

The unemployment rate is an officially calculated and published figure, but the unemployment rate has been criticized for understating the true employment needs of the population. Accordingly, an unofficial underemployment (or subemployment) rate has been often calculated. Being underemployed includes, in addition to the unemployed, those who are involuntarily working part-time, the discouraged workers, and the working poor. The working poor are those who are working, but earning a below poverty-level income.

In this chapter we discuss these various rates in order to understand the magnitude of the employment needs of Hispanics in Connecticut.In addition, we will probe into the reasons for the low labor force participation rates and high unemployment and subemployment rates among the Spanish-origin population.

5.2 Employment Status

Table 5-1 shows the employment status of the Spanish-origin population in Connecticut according to the 1980 U.S. Census compared to that of whites. The table includes the labor force participation rates and unemployment rates for various groups under comparison.

TABLE 5-1

EMPLOYMENT STATUS OF 16 YEARS AND OLDER
HISPANICS AND WHITES
IN CONNECTICUT
1980

	White	Spanish Origin
PERSONS 16 YEARS AND OVER	2,204,473	75,696
Labor Force	1,438,733	46,876
Labor Force Participation Rate	65.3%	61.9%
Employed	1,368,202	42,695
Unemployed	63,109	4,115
Unemployment Rate	4.4%	8.8%
MALE 16 YEARS AND OVER	1,048,175	35,429
Labor Force	821,397	26,898
Labor Force Participation Rate	78.4%	75.9%
Employed	778,827	24,410
Unemployed	42,570	2,488
Unemployment Rate	5.2%	9.2%
FEMALE 16 YEARS AND OVER	1,156,298	40,267
Labor Force	617,336	19,978
Labor Force Participation Rate	53.4%	49.6%
Employed	589,375	18,285
Unemployed	27,714	1,693
Unemployment Rate	4.5%	8.5%

Source: 1980 U.S. Census

Labor Force Participation Rate: Other things being equal, a low participation rate contributes to poverty. People who do not participate in the labor force must have an alternative source of support. For most non-participants, this support comes from their immediate families, and they depend on the work effort of a relative. Low labor force participation rates among Hispanics therefore mean a greater dependence on the earnings of other working members of the family. The sharing of income by a relatively large number of non-working family members would certainly contribute to poverty.

From Table 5-1, we observe that the labor force participation rate of Hispanics is slightly (about 3 percent) lower than that of whites. On an overall basis, the labor force participation rates of Spanish-origin persons did not differ much from those of their white and black counterparts. The comparison of labor force participation rates among the subgroups of Hispanics show (Table 5-2) that adult women with 45.6% have the lowest rate compared to 63.2% for out-of-school youth, and 84.2% among adult men. We will discuss the reasons for non-participation in a later section.

Unemployment rate: The unemployment rate of the Spanish-origin population (8.8%) in 1980 was two times larger than that of the white population (4.4%). In 1980 when the U.S. Census was taken, the unemployment rates were low for both the nation as a whole as well as for the state, which had a 4.3% unemployment rate in that year. It also showed that the unemployment rate for Hispanic women (8.5%) was slightly lower than that for Hispanic men (9.2%). As a rule of thumb, we may say that the unemployment rate for

Hispanics is approximately two times higher than the overall rate for the state or that of the white population.

Two and a half years later, when the University of Bridgeport Survey of Hispanics in Connecticut was undertaken, unemployment rates for the nation, for the state, and for Hispanics had risen sharply. The national overall rate was 10.4% in February 1983, and Connecticut's unemployment rate stood at 7.5 percent.*

Shown in Table 5-2, the unemployment rate (34.0%) for the out-of-school youth was the highest. They also had a high part-time work rate (17.5%). For Hispanic adult men, 80.1% worked full time, 6.0% worked part-time, and 13.8% were unemployed. For adult women, 70.3% worked full time, 8% part-time, and 21.7% were unemployed. Undoubtedly, the unemployment rates were significantly higher than what they were in 1980. In two respects they are different from the picture in 1980. First, the unemployment rate for Hispanic adults is nearly three times higher than the overall rate for the state instead of two times higher, as was the case in 1980. Second, the unemployment rate for Hispanic women (21.7%) is significantly higher than that of Hispanic men (13.8%). We may hypothesize that when the economy sours, the Hispanics suffer more than the rest of the labor force, and Hispanic women are the ones most likely to be laid off. Indeed, poor economic conditions rarely affect different population groups in a uniform manner.

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* Federal Reserve Bank, Boston, Economic Indicators: New England, April 1983, Table B6. Unemployment rates for the cities were: Bridgeport 8.6%, Hartford 6.9%, New Britain 8.6%, New Haven 7.9%, Stamford 4.7%, and Waterbury 9.7%.

TABLE 5-2

EMPLOYMENT STATUS OF HISPANICS BY TARGET GROUP

(Small figures are estimated numbers)

	Out-of-School Youth		Adult (ages 22-65)		All
	Male	Female	Male	Female	Hispanics *
Working Full-Time	53.4% 1767	42.2% 1106	80.2% 19378	70.3% 10507	72.7% 32758
Working Part-Time	15.5 513	20.0 524	6.0 1450	8.0 1196	8.2 3683
Unemployed	31.1 1029	37.8 990	13.8 3334	21.7 3243	19.1 8596
Total	100.0 3309	100.0 2620	100.0 24162	100.0 14946	100.0 45037
Labor Force Participation Rate	74.4%	52.9%	84.2%	45.6%	63.0%

* Excludes labor force over 65 years old.

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut.

5.3 Number of Hispanics Unemployed by Labor Market Area

Table 5.3 presents the number unemployed by labor market area as of March, 1983. They are estimated by the Connecticut Labor Department, Employment Service Division. The total number of unemployed Hispanics is 10,070, or about 8 percent of the total unemployed for the state. Among them are 3,150 Hispanic women.

The distribution pattern among the labor market areas shows the highest concentration in Hartford (29.4%), followed by New Haven (22.6%) Bridgeport (16.6%), Stamford (11.2%), and Waterbury (6.7%), in that order.

5.4 Reasons for Not Being in the Labor Force

The reasons for non participation varied among the different target groups. According to Table 5-4, a substantial portion of the sample interviewees were not working or looking for a job so that they could take care of the family. Although the sample sizes are very small, 60 percent of the out-of-school youth (mostly female) and 49.3 percent of adult women indicated that they have to stay home to take care of the family.

The second major reason for non-participation in the labor force is disability and health problems: 37.3 percent of adult men and 21.7 percent of women cited health problems. We discuss the health problems in Section 9.6. The third major reason is the presence of a "serious language problem." Indeed, 5 to 7 percent of Hispanics who are not in the labor force feel that limited English proficiency prevents them from looking for and finding a job.

TABLE 5-3

Connecticut Labor Department
Employment Security Division
Office of Research and Information

TABLE 6. ESTIMATED TOTAL, WOMEN AND MINORITY UNEMPLOYMENT BY LABOR MARKET AREA

March 1983

Labor Market Area	Total Unemployed	Minority Unemployed: Number	Minority Unemployed: Percent of Total	Minority Unemployed: Black	Minority Unemployed: Hispanic	Women Unemployed: Number	Women Unemployed: Percent of Total	Women Unemployed: Minority	Women Unemployed: Black	Women Unemployed: Hispanic
Ansonia	2,100	210	10.0	190	10	910	43.2	90	70	10
Bridgeport	17,000	5,930	34.9	3,400	2,330	6,800	40.0	2,310	1,390	850
Bristol	4,600	260	5.7	140	100	1,810	39.4	100	60	30
Danbury	6,900	770	11.2	390	190	2,950	42.8	320	170	70
Danielson	3,600	40	1.0	20	10	1,470	40.9	20	10	10
Hartford	27,100	9,780	36.1	5,990	3,520	9,190	33.9	2,980	2,060	810
Meriden	3,100	720	23.1	250	450	1,190	38.5	250	90	150
Middletown	4,100	450	11.0	360	70	1,710	41.7	190	150	30
New Britain	6,500	1,240	19.0	520	660	2,490	38.3	450	200	220
New Haven	16,300	5,750	35.3	4,610	1,030	7,300	44.8	2,560	2,150	360
New London-Norwich	6,600	990	15.0	660	250	3,010	45.6	440	290	110
Norwalk	4,300	1,710	39,8	1,270	390	1,800	41.8	670	540	110
Stamford	6,200	2,990	48.3	2,280	630	2,520	40.7	1,140	880	220
Torrington	5,500	160	2.9	70	20	2,350	42.7	60	10	10
Waterbury	10,400	2,070	19.9	1,360	660	4,190	40.3	850	600	230
Willimantic	1,600	140	8.6	30	90	710	44.6	50	10	30
State Total	125,900	31,730	25.2	20,400	10,070	50,360	40.0	11,840	8,180	3,150

NOTE: State totals may not agree with the sum of these areas because they are estimated independently. Estimates of women and minority unemployment are based on data taken from the State Job Service active files, exclusive of Work Incentive (WIN) Program Mandatory registrants. Persons receiving Aid to Families with Dependent Children (AFDC) whose children are six years of age or older, are required to register in the WIN Program without regard to the degree of their labor force attachment. The percentage relationships which appear in this table may differ from those shown in the Table 7 series since the latter include all WIN applicants as an integral part of the various occupational groups.

TABLE 5-4

REASONS FOR NOT BEING IN THE LABOR FORCE
HISPANICS IN CONNECTICUT, 1983

	Out-of-School Youth	Adult Men	Adult Women
In School	-	-	.7
Retired	-	3.2	3.6
Care of Family	60.0	35.5	49.3
Gave Up Looking for a Job	-	-	4.3
No Occupational Skill	-	-	2.2
Language Problem	5.0	6.5	7.2
No High School Diploma	5.0	-	3.6
No College Diploma	-	-	2.2
Health Problem	-	32.3	21.7
Don't Know How to Find a Job	15.0	-	1.4
Other	15.0	22.6	3.6
TOTAL	100.0 (N=20)	100.0 (N=31)	100.0 (N=138)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

5.5 Reasons for Unemployment

The University of Bridgeport Survey asked unemployed Hispanics their reasons for being unemployed. According to the UB Survey, 48.6% of all unemployed Hispanics cited "laid off" as the immediate reason. Being laid off is usually taken to be an involuntary separation, and quitting, a voluntary one. One third (34.3%) of them said that they quit their jobs for such reasons as going to school, for health reasons, and because of unsatisfactory work arrangements such as inconvenient hours, low pay, and so on. Additionally, 14.5% of the unemployed said that they had only temporary or seasonal jobs, and 2.3% of them (all women) quit the job in their "old" countries in order to come to the U.S. mainland or to join their spouse or family.

Table 5-5 shows the breakdowns for the various target groups. A comparison of adult men and women seems to indicate that the latter are not necessarily more severely affected by the down-turning economy: 39.4% of the women and 34.6% of the men were laid off due to lack of work. More women (21.2%) than men (11.5%) quit their jobs because of health problems. But, more men (23.1%) than women (3.0%) quit a job because of unsatisfactory work arrangements. More women (12.0%) than men (7.6%) worked for temporary and seasonal jobs. The unique aspect of these statistics is that as many as 6% of the women quit their jobs to come to the U.S. mainland or to move with their family. The cumulative effects of these circumstances (slightly more are laid off, are working at temporary and seasonal jobs, have health problems, are quitting jobs to join their family) seem to result in a much higher unemployment rate for adult women than men.

A salient aspect of the out-of-school youth group is that more of them are laid off from temporary and seasonal jobs than any other group. As many as 26.7% of them claimed that they are unemployed because they left seasonal or temporary jobs.

TABLE 5-5

REASONS FOR LEAVING THE LAST JOB AS REPORTED BY UNEMPLOYED HISPANICS IN CONNECTICUT
1982-83

	Out-of-School Youth	Adult Men	Adult Women	All
LAID OFF	40.0	53.8	51.5	48.6
Laid off for lack of work	40.0	34.6	39.4	36.8
Laid off for other reasons	0	19.2	12.1	11.8
TEMPORARY OR SEASONAL JOB COMPLETED	26.7	7.6	12.0	14.5
Seasonal Job completed	20.0	3.8	9.1	9.2
Temporary, non-seasonal job completed	6.7	3.8	3.0	5.3
QUIT THE JOB	37.1	38.4	36.3	36.9
Quit to go to school	3.8	3.8	6.1	5.3
Quit because of ill health	13.3	11.5	21.2	15.8
Quit because of wrong hours, low pay, etc.	20.0	23.1	3.0	13.2
Quit to come to U.S. mainland	0	0	3.0	1.3
Quit to move with spouse or family	0	0	3.0	1.3
TOTAL	100.0	100.0	100.0	100.0
	(N=15)	(N=26)	(N=33)	(N=76)

Source: 1983 University of Bridgeport, Urban Management Institute Survey of Hispanics in Connecticut

5.6 Underemployment Rate

The official measure of employment needs is the unemployment rate. In recent years, the use of an under- or subemployment rate has become popular since it is claimed that the unemployment rate underestimates true unmet needs. The underemployment rate therefore includes not only the unemployed, but also those who are involuntarily working part-time, discouraged workers, and those fully employed, but whose income is under the poverty level.

Since there are no official underemployment rates reported, there have been a number of estimates for the United States as a whole and they normally range from two to three times the unemployment rate. Table 5-6 presents our estimate of the subemployment rate for Hispanics in Connecticut.

TABLE 5-6

SUBEMPLOYMENT RATES FOR HISPANICS IN CONNECTICUT

	Out-of-School Youth	Adult Men	Adult Women	All
Unemployment Rate	34.0%	13.8%	21.7%	20.5%
Involuntary Part-Time [1]	8.7	3.0	4.0	5.3
Discouraged Workers [2]	2.0	2.0	2.3	2.0
Employed Poor [3]	13.2	17.2	15.7	15.9
Underemployment Rate	57.9	36.0	43.7	43.1
(No. Underemployed, Est.)	(5.442)	(10,330)	(14,323)	(30,095)

[1] One-half of part-time workers. [2] UB Survey. [3] 20% of the employed.

Involuntary Part-Time Workers: The exact number of involuntary part-time workers is unknown. But it can be estimated from the total number of part-time workers, assuming that involuntary part-timers constitute roughly half of the total. The actual percentage of unwilling part-timers can be found by enumerating those who are actively looking for a full-time job.

Discouraged Workers: The survey indicated that approximately 2 percent of the non-participants were discouraged workers.

The Working Poor: Observing that unemployment is a major cause of poverty, we may naively conclude that poverty will disappear if every unemployed Hispanic gets a job. Unfortunately, this is far from the reality. Poverty is pervasive even among employed Hispanics. There is a widespread belief that, compared to whites, Hispanics and Blacks are relegated to dead-end jobs, that is, jobs in which earnings are initially low and do not rise with experience. Thus, even employed Hispanics show a varying degree of employment needs in terms of job security, better-paying jobs and jobs with a prospect of career advancement.

The majority of out-of-school Hispanic youth have unskilled or semi-skilled menial jobs. They work as cashiers, sales persons, office aides, nurse aides, and general factory workers or laborers. The bus boy or dishwasher in a restaurant is not on a job track which leads to chef or manager of the restaurant. Rather, "the busboy or dishwasher who works hard becomes, simply, a hard-working busboy or dishwasher." *

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* Elliot Liebow, Tally's Corner: A Study of Negro Street-Corner Men, Little, Brown & Company, 1967. p.63.

In fact, the boundary between the employed and the unemployed is very blurred. Although those identified as unemployed at the time of the survey were clearly not working at the time, that does not mean he/she wasn't working for the entire year. Chances are that he/she worked on and off during the year. Similarly, the individual who identified himself/herself at the time of the survey as employed was not necessarily working the entire year or continuing to work the entire year.

5.7 Characteristics of Job Seekers

The employment needs of Hispanics can also be measured by the kinds of jobs they are seeking. According to Connecticut Labor Department Employment Security Division estimates, there were 11,593 Hispanic job seekers registered with the Connecticut State Job Service as of March,1983. This represents about 10.9 percent of the total job seekers in the state.Of this number, 6,169 were Hispanic women. The detailed breakdowns by occupational category are shown in Table 5-7.

From Table 5-7, several observations can be made. First,there are more female job seekers registered with the State Job Service than male job seekers. This may support the University of Bridgeport Survey's findings that more Hispanic women are unemployed than men. Second, the majority of job seekers are looking for a job in three major occupational fields: Service (30.6%), Craftsmen and Operatives (41.9%), and Clerical and Sales (17.5%). Only 3.6 percent of the job seekers preferred Professional-Technical-Managerial positions. This is also consistent with the UB Survey results. A detailed classification of characteristics of jobseekers is shown in Appendix B.

Note also that there are 464 jobseekers in agriculture. This number may represent the "seasonally" migrant workers wanting to find a job in this sector. Assuming an unemployment rate of roughly 20 percent among Hispanics, there might be as many as 2,300 migrant workers in the state as of March, 1983.

TABLE 5-7

KINDS OF JOBS SOUGHT BY HISPANIC JOB SEEKERS REGISTERED WITH THE STATE EMPLOYMENT SERVICE, CONNECTICUT
March, 1983

	Total Hispanic Applicants (Male & Female)		Hispanic Women	
Prof. Tech. & Managers	417	(3.6%)	198	(3.2%)
Clerical and Sales	2,029	(17.5%)	1,398	(22.7%)
Service	3,547	(30.6%)	2,104	(34.1%)
Agriculture	464	(4.0%)	67	(1.1%)
Processing	46	(.4%)	115	(1.9%)
Machine Trades	1,855	(16.0%)	45	(7.3%)
Bench Work	2,110	(18.2%)	1,629	(26.4%)
Structural Work	703	(7.3%)	50	(.8%)
Miscellaneous	209	(1.8%)	100	(1.6%)
Not Reported	93	(.8%)	58	(.9%)
TOTAL	11,593	(100.0%)	6,169	(100.0%)

Source: Connecticut Labor Department, Employment Security Division.
All figures are adjusted.

5.8 Summary

Employment needs are manifested by labor force participation rates, unemployment rates, and subemployment rates. The labor force participation rates among the Hispanic population were found to be only 3 percent lower than that of the white and black population. It is worth noting that at least 7 percent of the Hispanic non-participants indicated that English deficiencies prevented them from looking for a job.

Unemployment rates among Hispanic workers were found to be very high in the 1982-83 survey period. It was 34% for out-of-school youth, 13.8% for Hispanic adult males, and 21.7% for Hispanic adult females. Clearly, the unemployment rate of adult women was greater than that of adult men. The rule of thumb for finding out Hispanic unemployment rates appears to be that the unemployment rate of Hispanic adults is roughly 2½ times higher than the overall unemployment rate, or white unemployment rate. The rate for out-of-school youth is five times larger than the overall unemployment rate in the state.

The subemployment rate may be considered to present a true dimension of employment needs because it encompasses a variety of employment difficulties encountered by a labor force. It includes the unemployed (whether one has a job or not), involuntary part-time workers (needs full-time job), discouraged workers (needs a job, but not shown in the unemployment statistics), and the working poor (needs better-paying job). The subemployment rate is difficult to estimate, but our assessment is that it is two to three times larger than the unemployment rate. This means, given the unemployment rate of 20 percent for Hispanics, 40 to 60 percent of Hispanics suffer from any of the four types of employment needs included in the subemployment rate.

As of March, 1983, there were 11,593 Hispanic jobseekers registered with the state employment service. The majority of them were seeking jobs in the Craft, Operative, Service, and Clerical areas. Very few Hispanics (3.6%) sought jobs in Professional, Technical, and Managerial fields.

Chapter 6

EDUCATIONAL DEFICIENCIES

6.1 Introduction

Education is an important factor affecting an individual's success in the labor market, and the generally unfavorable labor market position of Hispanics in Connecticut is surely related to their relatively low level of educational attainment. In this chapter we probe into the educational attainment level of Hispanics. The high school dropout rate is a pervasive issue and an attempt is made to look into the reasons for such a high rate among Hispanic out-of-school youths.

6.2 School Enrollment

Table 6-1 shows the type of schools attended by all age groups of Hispanics surveyed. Altogether, 37.2 percent of Hispanics are attending school and the balance of 62.8 percent are not. In detail, 20 percent attend elementary school; 11.7 percent, high school; 2.5 percent, college; one percent, Regional Vocational-Technical School; and 2.8 percent, various types of other schools, including proprietary schools, military schools, correspondance schools, adult education, apprentice programs, CETA programs and kindergarten.

TABLE 6-1 (A)

PERCENT OF SCHOOL ENROLLMENTS HISPANICS IN CONNECTICUT

	Under 16	In-School Youth		Out-of-Sch. Youth		Adult (ages 22-65)		Elderly Over 65	All Hispanics
		Male	Female	Male	Female	Male	Female		
lementary School	55.8	4.2	1.3	0	0	1.8	1.1	0	20.0
igh School	15.3	72.2	65.8	0	0	.9	.8	0	11.7
eg. Voc-Tech	.3	4.2	5.1	0	0	.6	0	0	.6
yr Comm. Col.	0	2.8	11.4	0	0	1.2	.4	0	1.0
yr Tech. Col	0	2.8	0	0	0	.6	.4	0	.4
yr College	0	9.7	10.1	0	0	2.1	2.0	0	1.8
roprietary Sch.	0	0	2.5	0	0	0	.7	0	.3
dult Education	0	0	2.5	0	0	.3	1.1	0	.5
pprentice Prog.	0	1.4	1.3	1.3	0	0	.2	0	.2
ETA	0	1.4	0	0	0	0	.2	0	.1
thers	.4	1.3	0	2.6	0	1.2	.2	0	.5
Attending School	71.8	100.0	100.0	3.9	0	8.7	7.1	0	37.2
Not Attending	28.2		0	96.1	100.0	91.3	92.9	100.0	62.8
otal Population	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N=581)	(N=72)	(N=79)	(N=77)	(N=86)	(N-382)	(N=451)	(N=22)	(N=1696)

ource: University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

Table 6-1 (B)

ESTIMATED NUMBER OF SCHOOL ENROLLMENTS
for
HISPANICS IN CONNECTICUT
1983

	Under 16	In-School Youth		Out-of-Sch.Youth		Adult (Ages 22-65)		Elderly Over 65	All Hispanics
		Male	Female	Male	Female	Male	Female		
Total Population	52,360	4142	4547	4447	4952	28,696	32,776	3,944	135,864
Not Attending	14,766	0	0	4274	4952	26,200	30,449	3,944	84,585
Attending School	37,594	4142	4547	173	0	2,496	2,327	0	51,279
Elementary School (ABE)	29,217	174	59	0	0	517	361	0	30,328
High School (GED)	8,011	2991	2992	0	0	258	262	0	14,514
Reg.Voc-Tech	157	174	232	0	0	172	0	0	735
2 Yr. Comm.College	0	116	518	0	0	344	131	0	1,109
2 Yr. Tech.College	0	116	0	0	0	172	131	0	419
4 Yr. College	0	402	459	0	0	603	656	0	2,120
Proprietary School	0	0	114	0	0	0	229	0	343
Adult Education	0	0	114	0	0	86	361	0	561
Apprentice Program	0	58	59	58	0	0	66	0	241
CETA	0	58	0	0	0	0	65	0	126
Others	209	53	0	116	0	344	65	0	739

Source: University of Bridgeport Urban Management Institute Estimates

TABLE 6-2

Trends in Minority Group Students in the Public Schools of Connecticut
1972 to 1981

I. Enrollment	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Total Enrollment	668,462	662,218	655,049	645,555	630,540	609,443	586,041	561,140	540,852	518,197
Pct Change Prior Year		-0.9	-1.1	-1.4	-2.3	-3.3	-3.8	-4.2	-3.6	-4.2
White Non-Hispanic	582,115	572,913	562,966	550,586	535,202	512,786	489,574	464,673	443,414	420,989
Pct Change Prior Year		-1.6	-1.7	-2.2	-2.8	-4.2	-4.5	-5.1	-4.6	-5.1
Minority Enrollment	86,347	89,305	92,083	94,969	95,338	96,657	96,467	96,467	97,438	97,208
Pct Change Prior Year		3.4	3.1	3.1	0.4	1.4	-0.2	0.0	1.0	-0.2
Black	61,453	62,018	62,352	62,926	62,619	62,407	61,207	60,149	59,167	57,903
Pct Change Prior Year		0.9	0.5	0.[illegible]	-0.5	-0.3	-1.9	-1.7	-1.6	-2.1
Hispanic	22,845	24,696	26,911	28,671	28,882	29,899	30,446	31,277	32,443	32,789
Pct Change Prior Year		8.1	9.0	6.5	0.7	3.5	1.8	2.7	3.7	1.1
Amer. Indian + Asian Amer.	2,049	2,591	2,820	3,372	3,837	4,351	4,814	5,041	5,828	6,516
Pct Change Prior Year		26.5	8.8	19.6	13.8	13.4	10.6	4.7	15.6	11.8

Percentage Minority Students	12.9	13.5	14.1	14.7	15.1	15.9	16.5	17.2	18.0	18.8
Percent Black Students	9.2	9.4	9.5	9.7	9.9	10.2	10.4	10.7	10.9	11.2
Percent Hispanic Students	3.4	3.7	4.1	4.4	4.6	4.9	5.2	5.6	6.0	6.3

Source: Connecticut Department of Education

6.3 Hispanic Pupils in Connecticut Public Schools

On October 1, 1981, there were 521,755 students in Connecticut public schools, that is, in the 165 public school districts, 17 regional vocational-technical schools, E.O. Smith High School, and three endowed and incorporated academies. Of these, 32,789 (or 6.3%) were Hispanic students.

Between 1972 and 1981, the total enrollment of pupils in the public schools of Connecticut (all ethnic groups) declined from 668,462 in 1972 to 518,197 in 1981, registering a reduction of 150,265 pupils or a 22.5 percent decline in nine years, an average of 2.5% per year. It must also be noted that during the same period, the number of black students also declined from 61,453 in 1972 to 57,903 in 1981. Meanwhile, the number of Hispanic students expanded from 22,845 in 1972 to 32,789 in 1981, an increase of 9,944 or 43.5 percent in nine years (an average annual rate of 4.8%). This meant that Hispanic students comprised 3.4 percent of total enrollments in 1972, but that the percent of Hispanic students increased to 6.3 percent in 1982.

6.4 Out-of-School Rate

There are many individuals who are not attending school. Some are too young, some too old, some already graduated from high school and college, some are ill, etc. But when a school-age youth is not attending high school or not continuing with a college education, it presents a serious problem. In this study, we define the percent not attending school or the out-of-school rate for each age group instead of the traditional school drop-out rate. Although the school dropout rate connotes a strictly "high school" dropout rate, the non-attendance or out-of-school rate means the number out of high school or college for a given age group.*

Youths who are not attending school at the time of the survey are included in the out-of-school group. Although some of these dropouts may earn at least a high school equivalency in the future, the lack of educational credentials places them at a disadvantage in competition with the majority of their peers who hold either a high school or college diploma.

The age-specific out-of-school rate is calculated by dividing the number of youths in a given age group who are not attending school at the time of the survey by the total number of youths in the same age group.

The out-of-school rates for Hispanic youth are found to be 10.0% for 16 year olds, 30.6% for 17 year olds, 44.4% for 18 year olds, 65.9% for 19 year olds, 71.9% for 20 year olds, and 81.9% for 21 year olds (see Table 6-3).

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* Strictly defined, a "dropout rate" is measured as the ratio of those who entered high school, but dropped out to the total who entered the high school originally. The out-of-school rate is the ratio of those who are not attending school to the total number of a given age group. If a 16 year old boy never entered a high school he is no dropout, but he is a boy who is not attending school.

TABLE 6-3

AGE-SPECIFIC OUT-OF-SCHOOL RATE FOR HISPANIC YOUTH IN CONNECTICUT

	Out-of-School Youth (16-21)		
	Male	Female	All
16 Years Old	4.0%	16.0%	10.0%
17 Years Old	18.8	36.4	30.6
18 Years Old	46.4	42.3	44.4
19 Years Old	72.7	59.1	65.9
20 Years Old	73.3	70.4	71.9
21 Years Old	78.6	84.4	81.7

Source: University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut, 1982-83.

TABLE 6-4

Distribution of Minority Students in Connecticut by Grade
October 1, 1981

Grade	Total	White	American Indian	Asian-American	Black	Hispanic	%	*****Minority***** Total	Percent
Pre-Kindergarten	3,974	1,808	3	42	1,277	844	21.2	2,166	54.5%
Kindergarten	32,134	24,889	21	497	3,900	2,827	8.8	7,245	22.5%
Grade 1	33,085	25,880	22	552	3,886	2,745	8.3	7,205	21.8%
Grade 2	31,452	24,939	23	509	3,465	2,516	8.0	6,513	20.7%
Grade 3	31,710	25,395	24	427	3,430	2,434	7.7	6,315	19.9%
Grade 4	33,888	27,284	39	466	3,652	2,447	7.2	6,604	19.5%
Grade 5	37,980	31,148	50	431	3,970	2,381	6.3	6,832	18.0%
Grade 6	40,026	33,098	97	402	4,014	2,415	6.0	6,928	17.3%
Grade 7	41,284	34,307	141	342	4,097	2,397	5.8	6,977	16.9%
Grade 8	40,214	33,479	126	336	3,975	2,298	5.7	6,735	16.7%
Grade 9	44,378	36,168	156	367	4,994	2,693	6.1	8,210	18.5%
Grade 10	43,928	36,716	153	358	4,672	2,029	4.6	7,212	16.4%
Grade 11	43,455	37,024	124	341	4,280	1,686	3.9	6,431	14.8%
Grade 12	42,210	36,900	90	272	3,650	1,298	3.1	5,310	12.6%
Ungraded (Sec)	377	291	0	2	68	16	4.2	86	22.8%
Ungraded (Elem)	6,847	5,865	1	161	513	307	4.5	982	14.3%
Post-Graduate	314	265	1	8	31	9	2.9	49	15.6%
Special Education	12,419	8,003	8	49	2,957	1,402	11.3	4,416	35.6%
Long-term Adult*	889	758	5	10	91	25	2.8	131	14.7%
Project Concern	1,191	4	6	5	1,106	70	5.9	1,187	99.7%
Total	521,755	424,221	1,090	5,577	58,028	32,839	6.3	97,534	18.7%

*Programs in vocational-technical schools only.

Source: Connecticut State Department of Education

The severe out-of-school problem can also be attested to by reviewing the enrollment distribution by grade in public schools. As shown in Table 6-4, the number of Hispanic students as well as the percentage of Hispanic students decline as they move up to higher grade levels. Thus, 21.2 percent of pre-kindergarten and 8.8 percent in kindergarten are Hispanic children. But this percentage deteriorates to a mere 3.1 enrollment by 12th grade. The high percentage at pre-kindergarten level is primarily due to the fact that the majority of whites send their children to private nurseries while minority groups send theirs to public facilities. There is an especially sudden drop in the number of Hispanic enrollments between 10th (16 years old) and 11th (17 years old) grade. The number of students declines from 2,029 in 10th grade to 1,686 in 11th grade, and further to 1,298 students in 12th grade. These are significant drops which show that the school dropout problem is indeed serious among Hispanic youth.

6.5 Reasons for Dropping Out of School

For the out-of-school male, "no interest in school" and "needed job badly" are the two major reasons for dropping out of school. For the out-of-school female, "no interest in school" and "other reasons" to a large extent refers to taking care of children for those who are married. As shown in Table 9-4, Marital Status of Hispanics as high as 21.4 percent of out-of-school females are married, 8.3 percent are separated, and 4.6 percent are divorced. For male youths, 11.3 percent are married. There is therefore good reason to believe that early marriages and early childbirths may be a significant factor contributing to early exit from high school. The rearing of a family is a time-intensive task and the need to financially support a family would greatly increase the pressure to seek and find a job. This immediate,pressing need means the sacrifice of a long-term investment in education.

6.6 Reasons for Not Attending College

Because of the higher proportions of Hispanics who drop out of high school before graduating, the number who go on to college becomes a relatively smaller proportion of the Hispanic population.

Besides those who graduate high school and do not enter college, there are those who enter college, but who do not complete their education.The reasons cited by different target groups vary somewhat. The out-of-school male youth cited "no interest" (41.5%) and "lack of finance" (40%) as the two major reasons. The female youth listed "no interest" (47.1%) and "lack of finance"(29.4%) as well, but "other reasons" also received a high rating.

TABLE 6-5

REASONS FOR NOT ATTENDING HIGH SCHOOL
Given by
HISPANIC SCHOOL DROPOUTS, BOTH YOUTH & ADULT

	Out-of-School Youth		Adult (ages 22-65)	
	Male	Female	Male	Female
No Interest in School	47.4%	42.9%	31.0%	43.3%
Needed Job Badly	31.6	3.6	37.9	20.0
Poor Grades	5.3	3.6	17.2	3.3
Other Reasons	15.8	50.0	13.8	33.3
Total	100.0	100.0	100.0	100.0
			(N=29)	(N=30)

Source: 1982-83 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

TABLE 6-6

REASONS FOR NOT GOING ON TO COLLEGE AMONG HISPANIC HIGH SCHOOL GRADUATES CONNECTICUT, 1982-83

	Out-of-School Youth		Adults		All
	Male	Female	Male	Female	
Lack of Finance	40.0	29.4	57.0	50.0	47.9
Need Job Badly	5.0	5.9	12.7	14.2	10.9
No Interest	42.5	47.1	15.2	17.0	23.9
Poor Grades	7.5	2.9	7.6	2.8	5.4
Other Reasons	5.0	14.7	7.5	16.0	11.9
Total	100.0	100.0	100.0	100.0	100.0
	(N=40)	(N=34)	(N=79)	(N=106)	(N=265)

Source: 1982-83 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

Adults who are between 22 and 65 years old gave "lack of finance", "needed job badly", and "no interest" as the reasons for not attending college. Poor grades were picked infrequently among all groups.

6.7 Educational Attainment by Age Group

Very high rates for not attending school or college imply that the educational attainment level of Hispanics is very low. According to the U.S.Census, the median number of school years completed by Hispanics was 9.4 years in 1980 vis à vis 12.9 years for the white population. A closer look reveals that as high as 41.5 percent of Hispanic adults 25 years and older completed only elementary school (0-8 years) education while 15.7 percent of whites and 20.2% of blacks did so. On the other hand, only 22.9% of Hispanic adults (ages 25 and over) graduated from high school while 34.6% of whites and 35.7% of blacks did so. When it comes to a college education, 8.8% of Hispanics, 21.4% of whites, and 8.6% of blacks completed four or more years of college work.

The UB Survey reveals further details. As shown in Table 6-7 the percentage of high school graduates gradually increases as the youths get older. Only 2% of the 16 year olds graduated from high school, but this percentage reaches 46.7 percent by the time they become 20 years old. Thereupon, the percentage of high school graduates begins to decline. For the adults aged between 22 and 65, only 33.3 percent or one third of them obtained high school diplomas.

The percentage of those who had some college education also increased from 1.9 percent at the age of 17 years old to 25.8 percent at the age of 21 years old. In other words, more than one-quarter of the youths, by the time they reached the age of 21, attended college. But, a great many of them must be dropping out of college. Only 4.6 percent claimed that they graduated from college when they reached older than 22 years old.

TABLE 6-7

EDUCATIONAL ATTAINMENT BY AGE GROUP
HISPANIC POPULATION IN CONNECTICUT

	Under 16	16 Yr Old	17 Yr Old	18 Yr Old	19 Yr Old	20 Yr Old	21 Yr Old	22-65	Over 65	All Ages
No School	74.0	5.9	7.5	14.0	11.3	8.3	4.8	10.3	41.9	33.3
1 to 5 years	14.3	2.0	0	0	5.7	0	1.6	12.3	14.0	11.1
6th Grade Completion	2.7	0	5.7	0	0	0	0	8.9	7.0	5.2
7th-11th Grades	8.7	90.2	77.4	56.1	39.6	25.0	21.0	20.8	18.6	21.7
High School Graduates	.3	2.0	7.5	26.3	34.0	46.7	45.2	33.3	9.3	20.1
Some College	0	0	1.9	3.5	9.4	20.0	25.8	9.7	7.0	6.4
4 yrs. or more College	0	0	0	0	0	0	1.6	4.6	2.3	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N=665)	(N=51)	(N=53)	(N=57)	(N=53)	(N=60)	(N=62)	(N=831)	(N=43)	(N=1875)
%Less than High Sch.	99.7	98.0	90.5	70.2	56.6	33.3	27.4	52.4	81.4	71.4

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

TABLE 6-8

EDUCATIONAL ATTAINMENT BY HISPANICS IN CONNECTICUT

(Small figures are estimated numbers)

	Under 16	In-School Youth		Out-of-Sch. Youth		Adult (ages 22-65)		Elderly Over 65	All Hispanics
		Male	Female	Male	Female	Male	Female		
Completed 6th Grade or less	91.1	12.5	13.9	6.5 289	10.5 520	34.3 9818	36.7 11998	69.6	49.4
7th through 11th Gr.	8.6	65.3	58.2	33.8 1503	44.2 2188	21.4 6144	24.5 8024	8.7	21.6
High School Graduate	.3	6.9	10.1	53.2 2366	38.4 1902	21.0 6020	24.6 8072	8.7	20.4
Some College	0	15.3	16.5	6.5 289	6.9 342	12.6 3630	7.2 2372	8.7	6.6
4 yrs.or more College	0	0	1.3	0 0	0 0	10.7 3084	7.0 2310	4.3	2.2
Total	100.0	100.0	100.0	100.0 4447	100.0 4952	100.0 28696	100.0 32776	100.0	100.0
	(N=613)	(N=72)	(N=79)	(N=77)	(N=86)	(N=335)	(N=467)	(N=23)	(N=1752)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

Note that the percentage of college graduates indicated by the University of Bridgeport Survey is lower than that indicated by the 1980 U.S. Census This may be due to the fact that the UB Survey was conducted primarily in urban centers. But there are differences partially because the U.S. Census deals with percentages for adults 25 years and older while the UB survey data are for adults 22 and older.

Table 6-8 presents educational attainment by target group. Note that the educational attainment of out-of -school youth (ages 16-21) is much higher than that of adults. Thus, 53.2% of the out-of-school male youths, but only 30.7% of adult males (ages 22-65) graduated high school. Similarly, 38.4% of the out-of-school females , and 35.1% of adult females have a high school diploma, indicating the gap between the young and old Hispanic females is not so big. In contrast, the educational gap between the young and old Hispanic male is considerable. We may also observe that although young males are much better educated than young females, the situation is reversed among the adults so that adult females are slightly better educated than adult males. The difference is, however, not statistically significant and may be due to variability resulting from a small sample size (this cannot be verified by the Census data).

6.8 Educational Attainment by Labor Market Area

Persons with different educational backgrounds live at different locations. The distribution pattern of Hispanics according to educational attainment level (See Table 6-9) reveals that communities such as Waterbury, Willimantic, Hartford, New Britain, Bridgeport, and Meriden

TABLE 6-9

EDUCATIONAL ATTAINMENT OF HISPANICS 25 YEARS AND OVER IN CONNECTICUT, 1980

Labor Market Area	Elementary 0-8 Years	High School 1 to 3 Years	High School 4 Years	College 1 to 3 years	College 4 years or More	Total
(1) Ansonia	35 (17.8%)	41 (20.8%)	52 (26.4)	30 (15.2)	39 (19.8)	197 (100.0)
(2) Bridgeport	5,760 (45.1)	2,384 (18.7)	2,976(23.3)	1,049(8.2)	610(4.8)	12,779 (100.0)
(3) Bristol	130 (30.4)	52 (12.1)	137(32.0)	61(14.3)	48(11.2)	428 (100.0)
(4) Danbury	371 (22.9)	250 (15.4)	510(31.5)	255(15.7)	235(14.5)	1,621 (100.0)
(5) Danielson	34 (22.9)	19 (12.8)	41(27.5)	36(24.2)	19(12.8)	149 (100.0)
(6) Hartford	6,260 (46.4)	2,094 (15.5)	2,805(20.8)	1,155(8.6)	1,191(8.8)	13,505 (100.0)
(7) Meriden	845 (42.3)	505 (25.3)	387(19.4)	210(10.5)	51(2.6)	1,998 (100.0)
[illegible] Middletown	191 (26.4)	106 (14.6)	163(22.5)	68(9.4)	196(27.1)	724 (100.0)
(9) New Britain	1,409 (45.6)	596 (19.3)	639(20.7)	229(7.4)	220(7.1)	3,093 (100.0)
(10) New Haven	2,274 (41.9)	893 (16.4)	1,062(19.5)	519(9.6)	685(12.6)	5,433 (100.0)
(11) New London	303 (22.0)	186 (13.5)	541(39.3)	207(15.0)	140(10.2)	1,377 (100.0)
(12) Norwalk	820 (33.3)	344 (14.0)	652(26.5)	279(11.3)	370(15.0)	2,465 (100.0)
(13) Norwich	57 (19.5)	100 (34.1)	103(35.2)	28(9.6)	5(1.7)	293 (100.0)
(14) Stamford	1,161 (28.6)	694 (17.1)	1,120(27.6)	572(14.1)	516(12.7)	4,063 (100.0)
(15) Torrington	63 (33.0)	20 (10.5)	74(38.7)	12(6.3)	22(11.5)	191 (100.0)

(16) Waterbury	1,178 (51.7)	538 (16.7)	679(19.8)	290(8.4)	152(4.4)	3,437 (100.0)
(17) Willimantic	362 (50.2)	132 (18.3)	61(8.5)	95(13.2)	71(9.8)	721 (100.0)
STATE TOTAL						
Spanish Origin	21,909 (41.5)	8,991 (17.0)	12,119(22.9)	5,156(9.8)	4,644(8.8)	52,819 (100.0)
White(% only)	(15.7)	(12.8)	(34.6)	(15.5)	(21.4)	(100.0)
Black (% only)	(20.2)	(23.0)	(35.7)	(12.5)	(8.6)	(100.0)

Source: 1980 U.S. Census of Population.

TABLE 6-10

EDUCATIONAL ATTAINMENT AND EMPLOYMENT STATUS

	Less than 6th Grade	Completed 6th Grade	7th to 11th Grade	12th Grade (H.S.)	Some College	4th year & Over College
Working Full-Time	60.0	80.9	48.6	71.7	76.1	88.3
Working Part-Time	4.4	2.1	10.3	12.1	19.6	8.8
Unemployed	35.6	17.0	41.1	16.2	4.3	2.9
	100.0	100.0	100.0	100.0	100.0	100.0
	(N=163)	(N=89)	(N=340)	(N=351)	(N=113)	(N=39)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut.

have Hispanic residents, more than 40 percent of whom have completed only elementary schooling or less. In fact, Waterbury and Willimantic have more than 50 percent of their Hispanic residents with eight or fewer years of schooling. On the other hand, suburban and rural LMAs are inhabited by Hispanics with better educational attainment.

6.9 Educational Attainment and Employment Status

A large number of scholarly studies* have been made in the past to prove that educational attainment and economic welfare are closely related. Thus, the higher the educational attainment level, the greater the job security and the wage level. This is also clearly true for the Hispanics. For example, the unemployment rate was 35.6 percent among Hispanics with less than a 6th grade education. The unemployment rate dropped gradually as the educational attainment level increased reaching as low as 2.9 percent among college graduates. Of course, it must be remembered that educational attainment is not, albeit very important, the only factor which influences the economic welfare of an individual worker. Among others, age, sex, occupational skills and English proficiency must also be counted.

6.10 Summary

Educational deficiencies among Hispanics are indeed serious. Both the high school and college dropout rates were found to be very high. The age-specific out-of-school rates were found to be: 10 percent for 16 year olds, 30.6 percent for 17 year olds, 44.4 percent for 18 year olds, 65.9 percent for 19 year olds, 71.9 percent for 20 year olds, and 81.0 percent for 21 year olds. "No interest in school", "need job badly," and "have to take care of family" are the major reasons for dropping out of high schools. An important underlying cause for the high dropout rate appears to be highly correlated with early marriages and the formation of a family at an early age, thus necessitating not only a job to support the family, but time constraints from having to take care of the family as well.

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*Barry R. Chiswick and June A.O'Neill, Ed Human Resources and Income Distribution: Issues and Policies, (New York: N.Y. W.W. Norton & Co.,Inc) 1977 pp 12ff pp.172ff.

Lack of financial means, need for a job, and no interest in school are the major reasons for not pursuing a college education among high school graduates.

Educational attainment among Hispanics is very low. According to the 1980 U.S. Census, 58.5 percent of Hispanics did not graduate from a high school and only 8.8 percent of them had four or more years of college education. In comparison, 28.5 percent of whites did not graduate from high school and 21.4 percent graduated from college.

The out-of-school youths are better educated than the adults. Among youths, males are far better educated than females. However, among adults, females are slightly better educated than males.

Poorly educated Hispanics are largely concentrated in urban areas or labor market areas: Bridgeport, Hartford, Meriden and Waterbury LMAs are found to be inhabited by Hispanics with low educational achievements. In these areas, more than forty percent of Hispanics had an elementary school or lower education.

Evidence shows that educational attainment is an important, if not the only, factor which affects the employability of Hispanic workers. As high as 36 percent of Hispanics with less than a 6th grade education are unemployed, but only 2 percent of Hispanic college graduates are unemployed.

Chapter 7

LIMITED ENGLISH PROFICIENCY

7.1 Deficiency in Basic Skills

English is an essential skill for work and school in the United States. The language skill, however, must be learned. It is learned at all times, at home, at school, and at the work place. Learning English is very difficult and frustrating to the majority of Hispanics for many of them were born outside of the U.S. mainland and speak Spanish as a primary language at home. When they speak poor English, performance at school and in the labor market will suffer, significantly contributing to the probability of living in poverty which is common among Hispanics.

Among all types of obstacles to employment and training, limited English proficiency(LEP) is perhaps the most serious. According to the National Commission for Employment Policy,"a lack of fluency in English is the major source of the labor market difficulties of all subgroups. It directly affects their labor market position, their educational attainment, and is one facet of labor market discrimination." *
In recent years, bilingual programs are widely recognized, and yet the programs remain a controversial issue. There are those who think that "there should be pressures to incentives toward transition to English and those who see a right to cultural preservation and diversity." **

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*National Commission for Employment Policy, Hispanics and Jobs: Barriers to Program ,Washington, D.C., September 1982. p.2

**The American Assembly, Columbia University, Ethnic Groups in the United States, Final Report of the Sixty-First American Assembly, November 12-15, 1981, Arden House, Harriman, New York, p.8.

7.2 Percent of Those Who are Counted as LEP

In spite of the importance of English proficiency as a basic skill, an objective measurement of proficiency among the total Hispanic population has not been administered. In the absence of any objective tests in writing, comprehension, and speaking administered to the Hispanic population, we must rely on the self-evaluation of English speaking fluency among the sample respondents.

Proficiency in English used in this report means that a person understands and speaks English. For our purpose, individuals who speak English "fairly," "poorly," or "not at all" are included in the LEP.

As shown in Table 7-1, more than 78% of the elderly are LEPs; nearly half (47.2%) of adult women are LEPs, while one-third of adult men (29.8%) are LEPs. The out-of-school youth have a higher percentage of LEPs (26.5%) than the in-school (12.0%). Although we cannot establish the causal relation between English proficiency and educational attainment, they are closely associated. It is interesting to note that as high as 25.5% of the under 16-year olds are LEPs showing a higher LEP percentage than that of the in-school youths (12.0%).

This is undoubtedly due to the fact that these are the children of immigrants who did not as yet have the opportunity to learn English at school. For these children, the primary language spoken at home is Spanish rather than English. In Section 7.5, we will review the effects of the primary language used on English proficiency.

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*The 1979 Youth Survey of the National Longitudinal Surveys of Labor Force Behavior (National Opinion Research Center & Center for Human Resource Research, 1979) indicates that 22.4% of Hispanic youth aged 16-21 were found to have limited English use. See D.L. Passmore et.al., "Employment Conditions of Youths Whose Use of English is Limited" in The Journal for Vocational Special Needs Education. Vol. 5, No.1 Fall, 1982.

TABLE 7-1

ENGLISH SPEAKING PROFICIENCY AMONG THE HISPANIC POPULATION IN CONNECTICUT 1982-83

English Proficiency	Under 16	In-School Youth		Out-of-Sch. Youth		Adult (ages 22-65)		Elderly Over 65	All Hispanics
		Male	Female	Male	Female	Male	Female		
Very Well	48.3	74.6	80.8	59.7	60.5	38.6	29.5	13.0	44.5
Well	26.2	13.4	11.5	24.7	18.6	31.6	23.2	8.7	24.6
	74.5	88.0	92.3	84.4	79.1	70.2	52.7	21.7	69.1
Fair	10.9	11.9	6.4	10.4	9.3	19.6	26.2	21.7	16.7
Poor	7.5	0	1.3	0	7.0	6.9	14.5	21.7	8.5
Not at All	7.1	0	0	5.2	4.7	3.3	6.5	34.8	5.8
LEP*	25.5	11.9	7.7	15.6	21.0	29.8	47.2	78.2	31.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N=561)	(N=67)	(N=78)	(N=77)	(N=86)	(N=332)	(N=461)	(N=23)	(N=1685)

*LEP includes those who speak English "Fairly", "Poorly", and "Not at All".

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut.

TABLE 7-2

DEGREE OF ENGLISH LANGUAGE PROBLEM REPORTED BY HISPANICS IN CONNECTICUT

1982-1983

	Youth (ages 16-21)		Adult (ages 22-65)		All
	In-School	Out-of-School	Male	Female	Hispanics
No Problem	75.0	79.0	45.9	41.9	49.4
Slight Problem	8.3	3.2	22.4	23.0	19.2
	83.3	82.2	68.3	64.9	68.6
Big Problem	0	0	18.4	10.6	10.9
Great Problem	16.7	17.7	13.3	24.4	20.5
	16.7	17.7	31.7	35.0	31.4
	(N=12)	(N=62)	(N=98)	(N=217)	(N=395)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut.

7.3 English Language Problem

Many Hispanics consider English as a "problem" because the limited skills in English present difficulties in the labor market and schools. What is then the extent of the English language problem among Hispanics? The UB Survey respondents rated the degree of their language problem as shown in Table 7-2. It indicates that 17.7% of the out-of-school youths, and 32-35% of both adult men and women indicated that English is a "fairly big" or "great" problem. These percentages seem to confirm the operational definition of LEP as shown in Table 7-1, except for the percentage for adult women. Although 47.2% are LEPs, 35% of them said that poor English was a serious problem. For those who stay home most of the time, poor English may not be a big problem.

Learning English as a Second Language

Most people learn their primary spoken language at home from their parents. Learning a second or foreign language is a different matter. With varying backgrounds (birth place, age, educational attainment, when one came to the U.S. mainland, etc.), an individual's approach to learning English may vary a great deal among Hispanics. However, there are essentially two types of LEP Hispanics, 'the U.S.mainland native' and the non-native Hispanics.The non-U.S. mainland native Hispanics, whose primary language is Spanish, must learn English as a second or foreign language. On the other hand, the U.S.native or second-generation Hispanics have the choice of either learning English as a second or a primary language. Learning both English and Spanish as primary languages would be ideal but not many can accomplish this goal. It is likely that second-generation Hispanics are brought up by the first-generation "Immigrants" whose English is inadequate. The dominant language spoken at home is therefore likely to be Spanish rather than English, or both English and Spanish are equally emphasized at home.

According to Table 7-3 more than 95% of the elderly over 65 years old, about 80% of adult Hispanic men and women, nearly 50% of the 16-to-21 year

TABLE 7-3

LANGUAGE SPOKEN AS A CHILD, HISPANICS IN CONNECTICUT
1982-83 SURVEY

Language	Under 16	In-School Youth			Out-of-Sch. Youth			Adult (ages 22-65)		Elderly	All
		Male	Female	All	Male	Female	All	Male	Female	Over 65	Hispanics
English	10.8	11.9	15.6	13.9	9.1	10.6	9.9	6.0	7.8	4.5	9.1
Spanish	53.6	52.2	45.5	48.6	45.5	47.1	46.3	78.6	80.6	95.5	65.3
Both	35.6	35.8	39.0	37.5	45.5	42.4	43.8	15.4	11.5	0	25.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N=567)	(N=67)	(N=77)		(N=77)	(N=85)		(N=332)	(N=459)	(N=22)	(N=1686)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

old youths, and 54% of the under-16 year olds spoke Spanish when they were children. While these percentages are very high, the effect of coming to the United States mainland on the usage of English at home is very clear from Table 7-4. It shows that the percent of those who spoke English at home as a primary language increased very little, but that the percent of those who spoke both English and Spanish increased considerably at the cost of the percent of those who spoke Spanish only at home. The drastic change was witnessed among both adult men and women. But, there is still a sizable segment of the Hispanic population (nearly 40%) who use Spanish most of the time at home.

It is generally believed that "by the age of five, the child has mastered both the basic phonology and grammatical structure of his language,and has a well developed control of language when he enters school." * Accordingly, the level of English competency among younger children is greatly dependent on the English competency of adults and the frequency of English usage at home.

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* Wilfred Garcia, "Bilingual Education," in Planning for Hispanics in Medium Sized Cities, Conference Report edited by Camilo J. Vergara,Stamford,CT, January 1979, p.75.

TABLE 7- 4

PRIMARY LANGUAGE SPOKEN AT HOME BY HISPANICS IN CONNECTICUT 1982-83

Language	Under 16	In-School Youth			Out-of-Sch. Youth			Adult (ages 22-65)		Elderly	All
		Male	Female	All	Male	Female	All	Male	Female	Over 65	Hispanics
English	6.7	12.5	7.0	9.6	13.5	12.8	13.2	8.4	9.3	13.6	8.7
Spanish	41.8	29.7	38.0	34.1	24.3	30.8	27.6	38.2	40.7	72.7	39.2
Both	51.5	57.8	54.9	56.3	62.2	56.4	59.2	53.4	50.0	13.6	52.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	(N=526)	(N=64)	(N=71)		(N=74)	(N=78)		(N=322)	(N=450)	(N=22)	(N=1607)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut.

7.4 LEP as an Obstacle to Employment and Training

How much of a handicap is limited English proficiency to a Hispanic person when he/she is trying to get a job, gain a promotion, or receive proper education and training? In other words, what are the impacts of limited English proficiency on the labor market performances of the Hispanic population? The 1982-83 UB Survey asked a number of questions related to this issue. Through cross tabulation analysis, the relationships between English proficiency and the labor force participation rate, unemployment rate, and income level of Hispanics are studied.

Shown in Table 7- 5, the degree of LEP as an obstacle to employment differed depending on the employment status of Hispanics. For those who were employed, 11.2% of them reported that English was the most difficult obstacle in getting a job. Similarly, 9.1% of the unemployed, and 6.6% of those who were not in the labor foce cited LEP as the most serious obstacle to an employment opportunity. It must be stressed that limited English proficiency was chosen as the most serious problem among many other factors such as child care problem, lack of training or skill, no high school diploma, lack of transportation, lack of work experience, etc. Because of the small subsample sizes, the variability of the data may be large. However, it appears safe to conclude that approximately 10% of the Hispanics in Connecticut have a most serious handicap to finding a job due to their limited English proficiency.

Table 7-5 also reveals that more adult men seem to be frustrated by the language problem than adult women and out-of-school youths. Even though a higher percentage of adult women than men were classified as LEPs (See Table 7-1), a smaller percentage of women appear

TABLE 7-5

LIMITED ENGLISH PROFICIENCY AS THE MOST SERIOUS OBSTACLE TO EMPLOYMENT AND TRAINING
Reported by Hispanics in Connecticut

(% of those who reported LEP is the most serious obstacle to being hired, being promoted or being in a training program)

	Out-of-School Youth		Adult Men		Adult Women		All Hispanics *	
A. TO BEING EMPLOYED Reported by:								
Not in the Labor Force	5.0%	(N=20)	6.5%	(N=31)	7.2%	(N=138)	6.6%	(N=196)
The Employed	2.9	(N=34)	9.2	(N=65)	17.6	(N=75)	11.2	(N=179)
The Unemployed	10.5	(N=19)	12.0	(N=25)	6.7	(N=30)	9.1	(N=77)
B. TO BEING PROMOTED (Reported by all respondents in each group)	8.8	(N=68)	15.2	(N=105)	10.6	(N=226)	11.2	(N=419)
C. TO BEING EDUCATED/ TRAINED	7.2	(N=69)	14.4	(N=97)	9.5	(N=210)	10.5	(N=390)
D. REFUSED ENTRY INTO TRAINING PROGRAM	4.4	(N=68)	3.6	(N=110)	3.4	(N=237)	3.4	(N=440)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

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* Includes Elderly over 65.

Table 7-6

ENGLISH PROFICIENCY AND EMPLOYMENT STATUS AMONG THE HISPANIC LABOR FORCE IN CONNECTICUT 1982-1983

Employment Status	English Proficiency Very Well	Well	Fair	Poor	Not at all
Working Full Time	67.7	75.0	68.1	56.8	47.6
Working Part-Time	15.3	6.9	6.0	5.4	19.0
Uemployed	17.0	18.1	25.9	37.8	33.3
	100.0	100.0	100.0	100.0	100.0
L.F.P.R.	79.7	80.0	62.0	39.8	36.2

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

to be frustrated by such difficulties in the job market. The reason may be that in general the LEP women do not join the labor market, and yet adult men, regardless of their level of English competency, must join the labor force. Therefore, it may be reasonable to expect that men are more frustrated by the lack of English proficiency than women in the labor market.

7.5 Effects of English Proficiency on Employment Status

In Section 7.5 the subjective evaluation of limited English proficiency as an obstacle to employment and training was presented. But what are the objective findings? Are there serious impacts of incompetency in English on the employment status of the Hispanic labor force? A number of cross tabulations between English proficiency and employment status and the labor force participation rate show that limited English proficiency has deleterious effects on the employment status.

First, the labor force participation rates among those who claimed a poor English proficiency were very low compared to those who spoke English well. The L.F.P.R. declined from 79.7% for those who spoke English "very well" to a mere 36.2% for those who spoke English "not at all." (See Table 7-6) Second, the unemployment rate was 17.1% for those who spoke English "very well" but as high as 33.3% for those who spoke English "not at all."

The variation in the effects of English proficiency on the unemployment and labor force participation rates must be interpreted with caution. Since other variables such as educational attainment level, sex, and birth place are likely to have a positive association with both English proficiency and employment status, we cannot claim that English proficiency alone is responsible for the variations in unemployment and labor force participation rates. In order to measure only the effects of English proficiency on employment status, other variables must be controlled for in a statistical analysis.

We may not be able to prove that an individual with better English proficiency is more productive in the work place than the individual with poor English ability. Yet, we may conclude that those having problems with English tend to have more difficulties in the labor market and schools, live in the worst neighborhoods in the city, and tend to be overrepresented among the poverty stricken population.

7.6 Summary

Among all types of barriers to employment and training, limited English proficiency is perhaps the most serious. It impairs learning abilities and employment opportunities, and even may lead to discrimination.* By self-assessment, 47.2 percent of adult women, 29.8 percent of adult men, and 16 - 20 percent of out-of-school youth are LEPs who say their English speaking level is less than "fair." Children under 16 are found to have a higher percent of LEPs (25.5%) than the percent of LEPs among the in-school youth 16 years and over (12%). This is clearly due to the fact that many Hispanic children are raised speaking Spanish at home.

Although the majority of Hispanics were brought up speaking Spanish at home, the effect of migrating to the United States mainland from Puerto Rico on the language they spoke at home was clearly felt. Although the percentage of those who spoke English only remained the same at about the 10 percent level, those who spoke both English and Spanish increased drastically. Still, over 40 percent of Hispanic households primarily used Spanish at home.

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*See Section 9.7

The UB Survey shows that approximately 10 percent of Hispanics in Connecticut face a most serious impediment to getting a job because of their limited English competency. English proficiency clearly has effects on employment status. First, the labor force participation rate declined from 80 percent among those who spoke English "very well" to a mere 36 percent among those who spoke English "not at all." Second, the unemployment rate was 17 percent among those who were very fluent in English to 33 percent for those who spoke it not at all.

It is estimated that in 1983, there were 694 LEPs among out-of-school youth males, 1,040 among out-of-school youth females, 8,551 LEPs among adult males, and 15,470 among adult female LEPS. Obviously, there are about two times more LEP adult women than men.

Chapter 8

TRAINING NEEDS

8.1 Training Needs Defined

The objective of this chapter is to measure the extent of training needs among Hispanics. Training needs are equated with a lack of marketable skills or a lack of employability due to skill deficiency. A person is deficient in a marketable skill due to three major causes: first, one has never acquired an occupational skill; second, one's skill level is too low to earn a decent income and/or to lead to career development; and third, one's skill is obsolete or soon to be obsolete. Thus, there are three types of training needs: training for a new skill for the first time; upgrading the present skill level; and retraining for a new skill.

Training needs may be assessed both subjectively and objectively. Subjective assessment means that one's training needs are self-assessed by an individual according to his/her past experiences in the job market. An individual who experiences constant frustration in terms of frequent layoffs, low wages, and job insecurity would reassess one's position. On one hand, we may assume that each individual knows what is the best for himself/herself. On the other hand, their assessment is limited by their labor market knowledge, especially in regards to the future trend in skills demand. The employment needs, in a collective sense, must therefore be assessed in terms of the supply and demand relationship which emerges in the future. A potential mismatch between the kind of skills offered by the Hispanic labor force and the future job skill demanded by the industrial sectors would cause alarm and signal a redirection in training programs.

8.2 Self-Assessment of Training Needs

Approximately 30 percent of the Hispanic labor force evaluated that their present occupational skills were obsolete or inadequate and that they needed retraining. Twenty percent of them also felt that their skills could be updated, and another 20 percent indicated that they have to strengthen basic skills such as reading, writing and arithmetic more than anything else. The remaining 25 percent did not respond, perhaps indicating that they did not need any of the above. Variations shown in Table 8-1 among the different target groups seem to be insignificant although adult women appear to seek more basic skills and somewhat less retraining than the other two groups.

TABLE 8-1

SELF ASSESSMENT OF TRAINING NEEDS
BY HISPANIC LABOR FORCE IN CONNECTICUT
1982-83

(Small figures are estimated numbers)

	Out-of-School Youth		Adult Men		Adult Women		All	
Retraining for a New Occupational Skill	36.6%	2170	30.4%	7345	26.3%	3931	29.1%	13445
Updating the Present Occupational Skill	21.1	1251	23.5	5678	19.9	2974	21.1	9903
Strengthening the Basic Skills	21.1	1251	20.0	4832	26.3	3931	23.8	10014
No Response	21.2		26.1		27.5		26.0	
Total Labor Force	100.0	5929	100.0	24162	100.0	14946	100.0	45037
	(N=71)		(N=115)		(N=251)		(N=437)	

Source: 1982-83 University of Bridgeport Urban Management Institute Survey of Hispanics In Connecticut.

8.3 Occupations for Which Hispanics Are Trained

Educational attainment is measured in terms of the number of years spent in school. It would be of interest to measure training attainment in a similar way, i.e., the number of years spent in vocational training. There is no question that this is a difficult, if not impossible, task for various reasons. Curricula at schools, including the vocational and technical schools and colleges, are a mixture of general, vocational, and academic education. It is also diffucult to factor in company on-the-job training, training received from proprietary schools, sponsored programs, and military schools. These data are not available, but we were able to find out the kind of occupational skills that the Hispanic labor force were trained for.

Table 8-2 presents the skills that the Hispanic labor force, both employed and unemployed, were trained for, or more accurately that they claim to be trained for. For all Hispanics surveyed, only 31 percent claimed that they were trained for a specific skill. In general, Hispanic women, both youth and adult, have a lower percentage trained for an occupational skill than their male counterparts. The percentages are: 37 percent for males and 31 percent for females among out-of-school youths; and 54 percent for male and 35 percent for female adults. The skills they acquired include: Service, Professional-Technical, Clerical, Sales, and Managerial-Administrative fields in the order cited (see Table 8-2).

8.4 Occupational Skills that Hispanic Workers Now Have

Workers acquire an occupational skill not only at school, but also at work. In fact, a very high proportion of workers in the United States informally pick up their skills on the job. Hispanics are not exception. A comparison of Tables 8-2 and 8-3 shows that there are considerably more Hispanics with occupational skills than their scanty background would suggest.

TABLE 8-2

OCCUPATIONAL FIELDS HISPANIC LABOR FORCE IS TRAINED FOR

	Out-of-School		Adult	Adult	All
	Male	Female	Men	Women	
1. Prof.-Tech. Workers	0	4.4	6.2	6.3	5.6
Communication Specialists	0	2.2	0	.7	.3
Teachers	0	0	2.7	3.7	2.0
Broadcasters	0	0	0	.3	.1
Social Workers	0	0	1.3	.7	.6
Counsellors	0	0	.9	0	.2
Lawyers	0	2.2	.9	.3	.5
Physicians	0	0	.4	.3	.2
Fashion Designers	0	0	0	.3	.1
2. Managers/Adm.	2.2	0	3.1	1.7	1.6
3. Sales Workers	2.2	4.3	2.7	4.3	2.9
Real Estate Agents	0	0	1.8	4.3	2.3
Salespersons	2.2	4.3	.9	0	.6
4. Clerical Workers	0	17.4	.9	8.4	4.2
Secretaries	0	15.2	0	7.0	3.2
Cashiers	0	0	0	.7	.2
Clerks	0	2.2	0	.7	.6
Bookkeepers	0	0	.9	0	.2
5. Craftsmen	19.6	0	28.9	3.5	10.5
Mechanics	6.5	0	9.4	1.0	3.2
Carpenters	4.3	0	4.5	.3	1.8
Painters	2.2	0	1.8	.3	.7
Electro. Tech	2.2	0	4.0	0	1.4
Plumbers	2.2	0	1.8	0	.6
Welders	0	0	.9	0	.2
Printers	2.2	0	1.3	.3	.7
Foremen	0	0	.4	.3	.2
Machine Operators	0	0	3.1	1.3	1.3
Roofers	0	0	.4	0	.1
Construction Craft Wkrs.	0	0	1.3	0	.3
6. Operatives	2.2	0	5.8	2.3	2.4
Sewers/Stitchers	0	0	0	2.0	.7
Drivers	2.2	0	5.8	.3	1.7
7. Laborers	2.2	0	.9	1.3	.8
8. Farmers	0	0	.4	0	.1
9. Service Workers	8.6	4.4	5.3	9.5	6.0
Florists	0	0	0	1.3	.5
Nurses	0	2.2	1.8	4.3	2.3
Police Officers	0	0	1.8	.3	.6
Service Workers	0	0	0	.7	.2
Cooks	4.3	0	.4	1.0	.8
Security Guards	0	0	.9	.3	.5
Hair Stylists	4.3	2.2	.4	1.3	1.0
Maids	0	0	0	.3	.1
Total Trained	37.0	30.5	54.2	35.3	34.1
10. Not Trained	63.0	69.5	45.8	64.7	65.9
Total	100.0 (N=46)	100.0 (N=46)	100.0 (N=224)	100.0 (N=301)	100.0 (N=869)

Source: 1983 University of Bridgeport Urban Management Institute Survey

The differences between the percent of those who were trained for a skill and the percent of those who currently have a skill are summarized below.

	% Trained for a Skill	% With a Skill Now	Gain
Out-of-School Youth Male	37%	79%	+ 42%
Out-of-School Yoth Female	30%	54%	+ 24%
Adult Male	55%	88%	+ 33%
Adult Female	34%	52%	+ 24%

Note the gain in skills are the greatest among the out-of-school male youths as well as adult males, relatively small among the adult females, and the least among the female youths. We may infer from these data that on average, one third of the total Hispanic labor force acquired their occupational skills in the work place. But this percentage is a conservative estimate. Since a large proportion of Hispanic workers surveyed indicated that there was little relationship between the kind of work they do now and the skills they were trained for, the number of those who acquired their current occupational skills must be much larger than one third.

We can also detect that Hispanics are working more in the Operative, Clerical, and Service fields than in the Professional, Managerial,and Administrative fields. For example, only 2.4 percent of the surveyed said that they were trained in Operative skills, but 15.2 percent claimed that they are working in this field now. Conversely, 5.6 percent of them were trained in professional and technical fields, and yet 4.4 percent are now holding positions in these same fields.

TABLE 8-3

OCCUPATIONAL FIELD OF HISPANIC LABOR FORCE IN CONNECTICUT
1983

Occupational Field	Out-of-School Youth		Adult		All
	Male	Female	Male	Female	
1. Prof./Technical Wrks.	0	2.2	7.7	5.5	4.4
Teachers	0	2.2	1.6	3.3	1.7
Librarians	0	0	.4	0	.2
Technicians	0	0	4.5	1.8	1.9
					.2
Accountants	0	0	.8	0	.2
Social Workers	0	0	.4	.4	.2
2. Managers/Adm.	2.1	2.2	6.1	2.6	3.0
3. Sales Workers	6.4	6.5	3.7	2.6	2.7
Salespersons	6.4	6.5	2.9	2.6	2.5
Self-Employed Business	0	0	.8	0	.2
4. Clerical	4.3	23.9	2.8	11.1	6.3
Secretaries	0	10.9	.4	8.5	3.7
Cashiers	4.3	8.7	1.6	.8	1.6
Clerks	0	4.3	.8	1.1	.8
Bank Tellers	0	0	0	.7	.2
5. Craftsmen	25.5	0	26.6	3.3	10.4
Mechanics	10.6	0	9.8	.7	3.7
Electro. Tech.	6.4	0	2.5	.4	1.3
	0	0	.8	0	.2
Carpenters	2.1	0	3.3	.7	1.3
Foremen	4.3	0	4.9	.4	1.8
Plumbers	0	0	1.2	0	.4
Repairmen	0	0	2.5	1.1	1.1
Painters	2.1	0	1.6	0	.6
6. Operatives	10.6	2.2	21.3	19.1	13.1
Machine Operators	8.5	0	12.7	12.5	8.2
Packers	0	2.2	1.2	2.2	1.3
Assemblers	0	0	.8	3.7	1.4
Drivers	2.1	0	6.6	0	2.0
Seamstresses	0	0	0	.7	.2
7. Laborers	10.6	0	3.3	1.8	2.1
8. Farmers	0	0	.8	0	.2
9. Service Workers	12.8	17.3	13.7	11.4	9.6
Guards	0	0	1.6	0	.5
Service Workers	0	2.2	2.0	.4	.8
Cleaners	2.1	4.3	4.1	3.7	2.7
Waitresses/Waiters	4.3	4.3	1.6	.7	1.3
Cooks	4.3	0	1.6	1.8	1.4
Nurses	0	2.2	1.2	3.7	1.7
Hair Stylists	2.1	4.3	.4	1.1	.8
Bartenders	0	0	1.2	0	.4
Total With Skill	72.3	54.3	86.0	57.4	51.8
10. None	27.7	45.7	14.0	42.6	48.2
Total	100.0 (N=47)	100.0 (N=46)	100.0 (N=244)	100.0 (N=272)	100.0 (N=844)

Source: 1983 University Of Bridgeport. Urban Management Institute Survey

8.5 Occupational Skills Hispanics Would Like to Learn: Occupational Goals

In spite of and perhaps because the majority of Hispanics are doing semi-skilled jobs, there is strong evidence (See Table 8-4) that the Hispanic labor force wants to learn occupational skills in the professional-technical fields: 14 percent of the surveyed indicated their preference for this field. Computer is especially popular among the youth as well as among the adults. As high as 14 percent of the out-of-school youth, 6 percent of adult men, and 5 percent of adult women have shown interests in the computer field. Secretarial, nursing, and beauty culture fields are greatly favored by females, both young and the older groups. For adult men, the mechanic, electronic, and construction trades are strongly favored. The out-of-school youth seem to have similar preferences to their adults, but distinguish their preferences along the gender line. From these occupational preferences, it is clear that the stereotyping of jobs by gender is a persistent phenomenon. These skill preferences, however, do not seem to be unrealistic in light of their educational-training backgrounds and their work experiences.

8.6 Kinds of Occupational Training Programs Hispanics Would Like to Pursue

Preferences for training programs are quite consistent with the kinds of skills Hispanics would like to learn. Thus, for women, nursing, secretarial, beauty culture, sales, and teaching programs are greatly favored. For men, mechanics, construction trade, and electronics are among the top favorites. The out-of-school boys appear to be attracted to programs for computer and mechanics. Girls seem to settle for moretraditional inclinations: secretarial, beauty culture, nursing, and teaching programs. (See Table 8-5)

TABLE 8-4

OCCUPATIONAL SKILLS HISPANICS LIKE TO LEARN

CONNECTICUT

	Out-of-School Youth	Adult Men	Adult Women	All Hispanics
1. **Professional & Tech. Workers**	13.8	14.9	14.2	14.6
Lawyers	0	2.1	0	.5
Social Workers	0	4.3	3.0	2.7
Teachers	0	0	5.1	3.3
Computer Specialists	13.8	6.4	5.1	7.1
Lab Technicians	0	2.1	0	.5
Fashion Designers	0	0	1.0	.5
2. **Managers/Adm.**	6.9	6.4	0	3.3
3. **Sales Workers**	0	0	10.2	6.5
Salespersons	0	0	7.1	3.8
Real Estate Agents	0	0	1.0	.5
Self-Emp. Businessmen	0	0	2.1	2.2
4. **Clerical**	13.7	10.7	18.2	15.3
Secretaries/Typists	10.3	6.4	17.2	13.1
Clerks	3.4	4.3	1.0	2.2
5. **Craftsmen**	31.0	57.4	13.2	27.2
Mechanics	10.3	21.3	6.1	10.9
Electronic Workers	6.9	17.0	7.1	9.3
Carpenters	6.9	14.9	0	4.9
Construction Craft Workers	0	2.1	0	.5
Plumbers	6.9	2.1	0	1.6
6. **Operatives**	0	2.1	8.1	4.4
Sewers & Stitchers	0	2.1	8.1	4.4
7. **Laborers**	0	0	0	0
8. **Farmers**	0	0	0	0
9. **Service Workers**	24.0	8.5	35.3	26.0
Beauticians	10.3	4.3	7.1	7.1
Waitresses /Waiters	0	0	2.0	1.1
Nurses	6.9	2.1	17.2	10.9
Police Officers	3.4	0	0	.5
Child Care Workers	0	0	3.0	1.6
Bakers/Cooks	0	0	5.0	3.2
Hairstylists	3.4	2.1	1.0	1.6
10. **Others**	10.6	0	.8	2.7
Total	100.0 (N=29)	100.0 (N=47)	100.0 (N=99)	100.0 (N=183)
No Response (%)	59.1	59.1	60.6	60.6

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

8.7 Skill Levels Hispanics Would Like to Achieve

Although the largest percentage of survey respondents indicated their preference for learning advanced level skills (49.3% of the out-of-school youth, 40% of men, and 32.6% of women), it is not clear whether this is a realistic assessment of their positions. On the average, only about 10 percent of the respondents wanted to learn "entry level" skills, 15 percent, the mid-career level, and 43% the advanced level (see Table 8-6).

8.8 Basic Skills Hispanics Would Like to Learn

Both adult Hispanic men and women want to learn English. Forty one percent of the men and 45 percent of the women surveyed indicated this. In contrast, a greater percentage of the out-of-school youth stressed the importance of math; 34.2% of the youths picked math to be the subject they would like to learn the most while 25.0 percent of the youths picked English-Communication skills. This is, in a way, a logical choice. The youth are more fluent in English than the adults. They also indicated that the most difficult subject at school was math. Besides, they thought that the computer field is the future occupation which is likely to grow the most, and without math skills, they would be left behind.

It must be noted that 10.4% of adult men and 15.1% of adult women also chose math as the basic skill they would like to learn. For the majority of Hispanics whose English competency presents a considerable problem, it is natural that the English skill must come first.

TABLE 8-5

KIND OF OCCUPATIONAL TRAINING PROGRAM HISPANICS WOULD LIKE TO PURSUE, CONNECTICUT, 1982-83

		Out-of-school Youth	Adult Men	Adult Women	All
1.	Professional & Tech. Workers	18.1	11.3	10.3	12.4
	Teachers	3.6	2.9	5.8	4.9
	Computer Specialists	10.9	2.9	2.6	4.5
	Communication/Broadcasters	1.8	1.4	1.3	1.3
	Physicians	0	1.4	.6	.7
	Architects	0	1.4	0	.7
	Social Workers/Counsellors	1.8	1.3	0	.3
2.	Managers/Adm.	3.6	4.3	1.2	2.7
3.	Sales Workers	3.6	4.2	10.2	7.2
	Travel Agents	0	1.4	.6	.7
	Real Estate Agents	1.8	1.4	1.3	1.4
	Salesperson/Cashiers	0	0	6.4	3.4
	Self-Employed Businessmen	1.8	1.4	1.9	1.7
4.	Clerical Workers	10.9	7.1	12.9	11.1
	Secretaries/Typists	9.1	5.7	12.3	10.1
	Clerks	1.8	1.4	.6	1.0
5.	Crafts Workers	21.8	35.7	7.7	17.1
	Carpenters	3.6	10.0	1.9	4.2
	Mechanics	9.1	15.7	3.9	7.7
	Electronic Workers	3.6	7.1	1.9	3.5
	Plumbers	5.5	2.9	0	1.7
6.	Operatives	0	5.7	7.1	5.2
	Sewers & Stitchers	0	2.9	6.5	4.2
	Machine Operators	0	1.4	.6	.7
	Drivers	0	1.4	0	.3
7.	Service Workers	18.2	7.2	31.7	22.9
	Beauticians	9.1	2.9	8.4	7.3
	Nurses	7.3	0	16.2	10.1
	Cooks/Bakers/Bartenders	1.8	4.3	5.2	4.5
	Waitresses/Waiters	0	0	.6	.3
	Child Care Workers	0	0	1.3	.7
8.	None	23.8	24.5	18.9	21.4
	Total	100.0	100.0	100.0	100.0
	No Response	22.5	39.1	38.6	38.3
		(N=71)	(N=115)	(N=251)	(N=465)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut.

TABLE 8-6

SKILL LEVEL HISPANIC LABOR FORCE WANTS TO ATTAIN, CONNECTICUT, 1982-83

Skill Level	Out-of-School Youth	Adult Men	Adult Women	All
Entry Level	8.4	3.5	11.1	9.4
Mid-Career Level	7.1	15.7	13.5	14.9
Advanced Level	49.3	40.0	32.7	43.1
No Response	35.2	40.9	42.7	32.7
Total	100.0	100.0	100.0	100.0
	(N=71)	(N=115)	(N=251)	(N=465)

Source: 1983 University of Bridgeport Urban Management Institute
Survey of Hispanics in Connecticut

TABLE 8-7

KIND OF BASIC SKILLS HISPANIC LABOR FORCE WOULD LIKE TO ATTAIN
CONNECTICUT 1982-83

	Out-of-School Youth	Adult Men	Adult Women	All
English/Communications	25.0	40.9	44.3	39.3
Math	34.2	10.4	15.1	17.3
Both	0	1.8	.4	.7
Other	4.5	.9	1.6	1.3
None	19.3	20.0	10.3	14.3
No Response	17.0	26.1	28.3	27.1
Total	100.0	100.0	100.0	100.0
	(N=88)	(N=115)	(N=251)	(N=465)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut.

8.9 Willingness to Return to School

Are they really serious in pursuing a training program to acquire the skill they want? Are they willing to go back to school? As many as 14 percent of the out-of-school youths, 8.7 percent of the adult men, and 10 percent of the adult women were willing to go back to school even en a full-time basis if situations would allow them to do so. In addition, 33.8 percent of the out-of-school youths, 46.1 percent of the adult men, and 39.4 percent of the adult women were willing to do it on a part-time basis. About 30 percent of all groups flatly rejected the idea of going back to school. These people are likely to be the people for which further education and training are deemed unnecessary. The remaining percentage (about 10%) did not respond, and another 13 percent were not sure what they would do.

What can we conclude from this? It is safe to conclude that Hispanic adults will indeed return to school on a part-time basis for desired training programs when conveniently offered.

8.10 Kind of Schools Preferred

The largest percentage of the respondents want to enroll at the Regional Vocational-Technical schools, especially the adult programs and the adult basic education programs at high schools (see Table 8-9).

TABLE 8-8

WILLINGNESS OF HISPANIC ADULTS TO RETURN TO SCHOOL
CONNECTICUT, 1982-83

	Out-of-School Youth	Adult Men	Adult Women	All *
Yes, Full-Time	14.1	8.7	10.0	9.9
Yes, Part-Time	33.8	46.1	39.4	38.2
No	29.6	28.7	29.9	28.0
Don't Know	18.3	6.1	10.4	10.4
No Response	4.2	10.4	10.4	13.2
Total	100.0	100.0	100.0	100.0
	(N=71)	(N=115)	(N=251)	(N=465)

* Includes those who are over 65 and High School youth 16 and over.

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

TABLE 8-9

KIND OF SCHOOL HISPANIC ADULTS WOULD ATTEND

	Out-of-School Youth	Adult Men	Adult Women	All
High School - Adult Day	1.2	.8	.8	1.0
" - Adult Evening	8.1	9.4	10.8	9.9
Voc-Tech School - Adult Day	9.2	9.3	6.8	8.2
" - Adult Evening	8.1	7.8	13.7	10.9
Community College	4.6	2.9	2.4	2.9
2-Yr Tech College	2.3	.7	1.2	1.2
4-Yr College	5.8	5.0	4.4	4.9
Graduate School	0	3.6	1.2	2.0
Proprietary School	3.5	2.2	2.0	2.2
Military School	2.3	.7	0	.6
Apprentice Program	0	.8	.8	.6
Company School	0	1.4	.4	.6
CETA	0	1.4	2.4	1.7
Other	0	1.6	3.2	2.1
No Response	54.9	52.4	49.9	51.2
Total	100.0	100.0	100.0	100.0
	(N=71)	(N=115)	(N=251)	(N=465)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut.

8.11 Skills Mismatch Problem

An objective approach to determining Hispanic training needs is to measure the gap between the forcasted future skills demanded and the skills supply available in the future. When the gap is apparent, that is, when there are more skills available than the demand for them, labor surplus will develop, and if the gap is the other way around, labor shortages will ensue. A desirable training strategy is to train the labor force in the area of shortages and to discourage them in the skill surplus areas. We have so far analyzed the subjective preferences of the Hispanic labor force with respect to the occupational fields that they like to learn and the training programs in which they would like to participate. Are they realistic preferences in light of the future demand and supply relationship as we understand them now?

Even though the methodology is fraught with difficulties, both technical and conceptual, this supply and demand analysis has been the keystone of various training program plans sponsored by public funds. To meet these planning requirements, the Connecticut Labor Department has been providing their forecasts of demand and supply to the area's employment and training agencies. In its annual publication, Annual Planning Information, which is prepared for each of the six CETA prime sponsor areas in Connecticut as well as the whole state, the Connecticut Labor Department presents detailed forecasts of changes in industrial jobs and occupations for the next five years.

On Tables 9-10 and 9-11, their summaries of the fastest growing and the fastest declining occupations in Connecticut during the period 1982-87 are reproduced.

TABLE 8-10

FASTEST GROWING OCCUPATIONS
CONNECTICUT

	PROJECTED EMPLOYMENT			EMPLOYMENT CHANGE 1982-1987	
OCCUPATION	1982	1983	1987	NET	PERCENT
1) Janitors and Sextons	41537	42603	45704	4167	10.0
Major Industry Concentration:					
Misc. Business Services	9915	10170	10910	995	10.0
Educational Services	7611	7807	8375	764	10.0
2) Waiters/Waitresses	27234	28386	31197	3963	14.6
Major Industry Concentration:					
Eating & Drinking Places	22881	23849	26210	3329	14.5
Hotels & Other Lodging Places	1432	1493	1641	209	14.6
3) General Clerks, Office	43682	44671	47637	3955	9.1
Major Industry Concentration:					
Misc. Business Services	3994	4084	4355	361	9.0
State Government	2617	2677	2854	237	9.1
4) Secretaries	44496	45493	48347	3851	8.7
Major Industry Concentration:					
Health Services	3309	3383	3596	287	8.7
Legal Services	3057	3125	3321	264	8.6
5) Sales Clerks	47079	48352	50737	3658	7.8
Major Industry Concentration:					
General Merchandise Stores	16355	16797	17626	1271	7.8
Misc. Retail Stores	8735	8971	9414	679	7.8
6) Nurses, Professional	20262	20989	23438	3176	15.7
Major Industry Concentration:					
Hospitals	10485	10861	12128	1643	15.7
Nursing & Personal Care Facilities	3968	4111	4590	622	15.7
7) Nurses Aides/Orderlies	17925	18617	21038	3113	17.4
Major Industry Concentration:					
Health Services	15358	15951	18025	2667	17.4
Social Services	1657	1721	1945	288	17.4
8) Food Preperation and Service Workers, Fast Food Restaurants	12958	13506	14843	1885	14.5
Major Industry Concentration:					
Eating & Drinking Places	12493	13022	14311	1818	14.6
Misc. Retail Stores	429	447	491	62	14.5
9) Truck Drivers	19531	20123	21412	1881	9.6
Major Industry Concentration:					
Trucking & Warehousing	5695	5868	6244	549	9.6
Wholesale Trade, Durable Goods	2103	2167	2306	203	9.7
10) Cashiers	22142	22731	23994	1852	8.4
Major Industry Concentration:					
Food Stores	9510	9763	10306	796	8.4
General Merchandise Stores	3773	3873	4089	316	8.4
11) Kitchen Helpers	13733	14229	15572	1839	13.4
Major Industry Concentration:					
Eating & Drinking Places	6276	6503	7116	840	13.4
Health Services	3945	4087	4473	527	13.4
12) Typists	18286	18699	19925	1639	9.0
Major Industry Concentration:					
Insurance Carriers	2298	2350	2504	206	9.0
Health Services	1622	1659	1767	145	8.9

TABLE 8-10 (B)

FASTEST GROWING OCCUPATIONS
CONNECTICUT

OCCUPATION	PROJECTED EMPLOYMENT 1982	1983	1987	EMPLOYMENT CHANGE 1982-1987 NET	PERCENT
13) Bookkeepers, Hand	15814	16239	17350	1536	9.7
Major Industry Concentration:					
Automobile & Rec. Veh. Dealers	1530	·1571	1679	149	9.7
Misc. Retail Stores	1382	1419	1516	134	9.7
14) Accountants and Auditors	14119	14454	15425	1306	9.2
Major Industry Concentration:					
Misc. Services	2315	2370	2529	214	9.2
Insurance Carriers	1499	1535	1638	139	9.3
15) Delivery and Route Workers	12224	12598	13449	1225	10.0
Major Industry Concentration:					
Wholesale Trade, Nondurable Goods	2822	2909	3105	283	10.0
Misc. Retail Stores	1456	1501	1602	146	10.0
16) Stock Clerks, Stockroom, Warehouse	14505	14847	15684	1179	8.1
Major Industry Concentration:					
Wholesale Trade, Nondurable Goods	2089	2138	2259	170	8.1
Wholesale Trade, Durable Goods	1726	1766	1866	140	8.1
17) Guards and Doorkeepers	9886	10140	11050	1164	11.8
Major Industry Concentration:					
Misc. Business Services	5326	5463	5953	627	11.8
Transportation Equipment	506	519	566	60	11.9
18) Supervisors, Nonworking	19616	19952	20778	1162	5.9
Major Industry Concentration:					
Transportation Equipment	3375	3432	3574	199	5.9
Fabricated Metal Products	1995	2029	2113	118	5.9
19) Licensed Practical Nurses	6919	7195	8042	1123	16.2
Major Industry Concentration:					
Health Services	5907	6142	6865	958	16.2
Misc. Business Services	531	552	617	86	16.2
20) Automotive Mechanics	11130	11432	12209	1079	9.7
Major Industry Concentration:					
Automobile & Rec. Veh. Dealers	5803	5960	6365	562	9.7
Automobile Repair, Services, Garage	1484	1524	1628	144	9.7

Source: Connecticut Labor Department, Employment Security Division, Annual Planning Information: Fiscal Year 1983. pp.61-63.

TABLE 8-11

FASTEST DECLINING OCCUPATIONS
CONNECTICUT

OCCUPATION	PROJECTED EMPLOYMENT			EMPLOYMENT CHANGE 1982-1987	
	1982	1983	1987	NET	PERCENT
1) Elementary School Teachers	19907	19647	19014	-893	- 4.5
Major Industry Concentration: Educational Services	19907	19647	19014	-893	- 4.5
2) Secondary School Teachers	19170	18920	18310	-860	- 4.5
Major Industry Concentration: Educational Services	19170	18920	18310	-860	- 4.5
3) Teachers, College and University	9663	9562	9310	-353	- 3.7
Major Industry Concentration: Educational Services	9663	9562	9310	-353	- 3.7
4) Sewers and Stitchers	6898	6727	6690	-208	- 3.0
Major Industry Concentration:					
Apparel & Accessories	4518	4406	4382	-136	- 3.0
Misc. Fabricated Textile Products	483	471	468	- 15	- 3.1
5) Teachers Aides (exc. Monitors)	5581	5530	5404	-177	- 3.2
Major Industry Concentration:					
Educational Services	5312	5263	5143	-169	- 3.2
Social Services	269	267	261	- 8	- 2.9
6) Mail Carriers, Postal Service	7775	7697	7636	-139	- 1.8
Major Industry Concentration: Federal Government	7775	7697	7639	-139	- 1.8
7) Graduate Assistants	2047	2021	1956	- 91	- 4.5
Major Industry Concentration: Educational Services	2047	2021	1956	- 91	- 4.5
8) Spinners, Frame	322	319	282	- 40	-12.5
Major Industry Concentration: Textile Mill Products	311	308	273	- 38	-12.8
9) Press Operators	386	372	347	- 39	-10.1
Major Industry Concentration:					
Laundry, Cleaning & Garment Services	252	242	226	- 26	-10.3
Women's & Misses' Outerwear	65	62	58	- 7	-10.8
10) Yarn Winders	297	292	259	- 38	-12.8
Major Industry Concentration: Textile Mill Products	297	292	259	- 38	-12.8
11) Doffers	194	191	170	- 24	-12.3
Major Industry Concentration: Textile Mill Products	194	191	170	- 24	-12.3
12) Power Press Tenders	161	156	146	- 15	- 9.3
Major Industry Concentration: Stone, Clay, Glass & Concrete Products	157	152	142	- 15	- 9.5

Source: Connecticut Labor Department

Skills that the Hispanic labor force would like to learn can be compared to future demand forecasts. All in all, the occupational skills which Hispanics want to learn are reasonably in agreement with the fastest growing occupations in Connecticut during the next five years. These rapidly growing skills are: janitors and sextons, waiters, general clerks, secretaries, sales clerks, nurses, nurse aides, orderlies, food preparation and service workers, truck drivers, cashiers, kitchen helpers, typists, bookkeepers, guards and doorkeepers, and automation mechanics.

Accountants and auditors, although they are forecasted to grow fast, are not mentioned by Hispanics.

On the other hand, the fastest declining occupations in Connecticut include teachers (elementary, secondary and college), teacher aides, graduate assistants, sewers and stichers, mail carriers, spinners, press operators, yarn winders, doffers, and power press tenders. Some of these are also favored occupations of Hispanics. Net losses in the education field are projected in the future due to the declining birth rate of recent years and fewer children in the educational pipelines at all levels. Although teaching positions in general are expected to be less available in the future, this may not be necessarily true for the "bilingual" teachers. In Connecticut, the Hispanic population and the number of children are growing, and it may well be that the demand for bilingual teachers will also grow.

8.12 Summary

According to the University of Bridgeport Survey, 30 percent of the Hispanic interviewees self-assessed that retraining for a new skill was needed, 22 percent wanted to update their present skill, and 22 percent needed strengthening in basic skills more than anything else.

A very low percentage of Hispanics claimed that they were trained for a specific skill: 37 percent of out-of-school youth males, 30 percent of out-of-school youth females, 55 percent of adult males, and 34 percent of adult females said that they were trained for an occupational skill. However, a much higher percentage of them reported that they had an occupational skill at the time of the survey. About 79 percent of out-of-school youth males, 54 percent of out-of-school female youths, 88 percent of adult men and 68 percent of adult women said that they had occupational skills. We may conclude from this that a relatively high percentage of Hispanics have acquired a skill on the job.

The skills are concentrated in traditional fields along the stereotyped sex-ethnic lines. Males are heavily represented in crafts workers, operatives, service and unskilled laborer positions while females are heavily concentrated in clerical, operative, and service occupations.

The kinds of occupational skills and programs Hispanics liked to learn or pursue did not differ too much from the current job skills they had. But, there is a tendency, although very meagre, to favor the higher paying skills and newly emerging skills such as the computer field.

A comparison with the future job skill demand forecast prepared by the State Labor Department shows that the Hispanic labor force's preferred occupational skills are mostly in the fastest growing areas such as waiters, general clerks, secretaries, sales clerks, nurses, nurses aides/orderlies, food preparation and service workers, truck drivers, cashiers, kitchen helpers, typists, bookkeepers, guards and doorkeepers, and automation mechanics. Even in the declining areas such as teaching positions, there might be an increased demand for bilingual teachers.

There is considerable interest in learning the basic skills as well. As high as 37 percent of the out-of-school youth picked math as the number-one subject that they would like to or needed to learn. Adults indicated that English/Communication skills were the most desired basic skills. But, even among the adults, 10 percent of the men and 15 percent of the women picked Math to be the most important basic skill to be strengthened.

All in all the Hispanics' desire to improve their occupational skills and basic skills is exhibited by the percentage of those Hispanics who were willing to go back to school. Roughly 10 percent of the Hispanic labor force was willing to go back to school on a full-time basis,and another 30 to 40 percent on a part-time basis. Indeed, a large segment of them was interested in vocational-technical adult education programs as well as secondary school adult basic education programs, including ABE, GED, and ESL programs.

PART III

OBSTACLES TO EMPLOYMENT
AND
TRAINING

Chapter 9

OBSTACLES TO EMPLOYMENT
and
TRAINING

9.1 Needs and Obstacles

Having identified some of the Hispanic employment and training needs, we seek to understand the causes of underachievemnt. Why do Hispanics underachieve in the labor market? Why do the Hispanics have greater employment and training needs than whites?

The general approach to answering this crucial question has been to identify various types of obstacles to better achievement. There are both internal and external factors which prevent Hispanics from moving ahead in meeting their desired ends--earning a decent income to support themselves and their family. Internal obstacles are those attributes of an individual which are so deficient that he/she is prevented from achieving his/her employment and income goals. Thus, a lack of: basic skills, occupation skills, a high school diploma, English proficiency, etc. are traits which cause difficulties in moving ahead in the work world. These factors are called human capital factors in Chapter 2, and we have covered them extensively so far. In addition, Hispanics face external obstacles, called social barriers in Chapter 2, such as discrimination, lack of transportation to go to work, lack of child care, and health problems. These factors are to a large extent beyond an individual's control.

The task of improving employment and training opportunities for Hispanics would necessarily include public policies and programs to remove both internal as well as external obstacles.

9.2 Obstacles to Employment

Why do Hispanics encounter considerable difficulties in securing a job, holding on to it, and being promoted? The University of Bridgeport Survey asked this question. The answers to this question (Table 9-1) show that 55.9 percent of the out-of-school youths, 49.4 percent of the adult men, and 61.5 percent of the adult women have some inadequacies in getting a job or being promoted.

The out-of-school youth realizes that the lack of previous work experience, lack of a high school diploma, and poor English competency are the major obstacles whereas for adult men, the limited English proficiency and lack of a high school diploma are the factors which impair their employment opportunities. For Hispanic women, the lack of a high school diploma and limited English proficiency are the two top problems. It is evident that poor English and the lack of a high school diploma stand out as the most serious problems for employment difficulties experienced by the Hispanics surveyed.

9.3 Obstacles to Education and Training

While LEP and the lack of a high school diploma are the two major impediments to employment opportunities, poverty itself emerges as the number one enemy for gaining education and training among Hispanics. According to Table 9-2, nearly 40% of all three target groups indicated financial problems, lack of money, and the high cost of education as the major reasons for not being able to continue education and/or training. For the out-of-school youth, "no interest in school" is the second major reason. For adult men, "poor English" is the second and "no interest" is the third major reason. For adult women surveyed, "care of family" is the most frequently cited reason and "poor English", the distant second. Other most serious

TABLE 9-1

THE MOST SERIOUS BARRIERS TO EMPLOYMENT AMONG THE URBAN HISPANICS IN CONNECTICUT
1982-83

		Out-of-School Youth	Adult Men	Adult Women	All
1.	No inadequacy at all /not applicable	44.1	50.5	38.5	42.9
2.	No previous work experience	19.1	5.7	8.4	9.3
3.	No marketable occupational skills	5.9	0	5.3	3.8
4.	Poor English proficiency	8.8	15.2	10.6	11.2
5.	Poor math ability	1.5	0	1.8	1.2
6.	No high school diploma	10.3	11.4	17.3	14.8
7.	No college diploma	5.9	3.8	6.2	6.0
8.	No professional license	0	3.8	4.0	3.3
9.	Obsolete skills-need retraining	0	1.9	2.2	1.7
10.	Low skill level	2.9	3.8	2.2	2.6
11.	Other inadequacies	1.5	3.8	3.5	3.1
	Total With Inadequacies	55.9	49.4	61.5	57.0

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

TABLE 9 -2

THE MOST SERIOUS OBSTACLES TO EDUCATION AND TRAINING AMONG THE HISPANICS IN CONNECTICUT 1982-1983 SURVEY

	Out-of-School Youth	Adult Men	Adult Women	All
Too high cost	2.8	4.3	3.2	3.4
Financial problem/Lack of money	49.3	33.0	33.1	35.9
No child care	1.4	.9	2.4	1.7
Care of family	8.5	4.3	13.5	9.7
Poor English	7.0	12.2	8.0	8.8
No high school diploma	4.2	8.7	5.2	5.6
No transportation	2.8	0	3.2	2.2
No interest in school/training	12.7	12.2	6.8	8.6
Poor academic grades	0	0	.4	.1
Conflict with work hour	4.2	4.3	2.0	2.8
Other reasons	2.8	4.3	6.0	4.9
No Responses	4.3	15.8	16.2	16.1
Total	100.0 (N=88)	100.0 (N=115)	100.0 (N=251)	100.0 (N=465)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

obstacles were, in the order of frequency, lack of high school diploma, no transportation, and no available child care facilities. Poor academic grades were not frequently mentioned as the most serious problem. It must be stressed in interpreting the data in Tables 9-1 and 9-2 that the percentages show the frequencies of those who cited a particular type of obstacle as the most serious problem among others. The respondents were asked to choose only one of the possible obstacles listed. Accordingly, respondents who might have considered all or part of the list of obstacles as a problem still had to choose only one as the most serious one.

It may be noted that, aside from financial problems, "poor English" and "lack of a high school diploma" are the two recurring themes both in the list of obstacles to employment as well as to education and training. This underscores the importance of offering basic education problems and high school equivalency/G.E.D. programs to Hispanics.

9.4 Child Care

On the average, Hispanic households have a large number of children. As shown in Table 1-1, 38.5 percent of the total Hispanic population are children less than 16 years old. Indeed, Hispanics are much younger than other population groups. The median age of Hispanics is 20.1, meaning that half of the Hispanic population is under 20.1 years old. In contrast, the median age for whites is 30.2 years.

A very high percentage of the out-of-school youth marry early. (See Table 9-3). As many as 22.2 percent of out-of-school youth either are married, separated, or divorced. By gender line, 11.3 percent of the out-of-school male youths are married, but as high as 34.3 percent of the out-of-school females are married, separated, or divorced. In contrast, only .8 percent of in-school youths (both sex) indicated early marriage.

TABLE 9-3

MARITAL STATUS OF HISPANICS IN CONNECTICUT
1982-83 SURVEY

Marital Status	In-School Youth		Out-of-School				Adult Men		Adult Women		Over 65		All	
			Male		Female								Male	Female
Married (husband present)	0		11.3%	503	21.4%	1060	69.8%	20030	51.9%	17011	34.8	1373	21220	18758
Widowed	0		0		0		3.1	890	5.3	1737	65.2	2571	890	4308
Separated	.8	70	0		8.3	411	2.2	631	16.3	5342	0		631	5753
Divorced	0		0		3.6	178	3.1	890	10.5	3441	0		890	3669
Single (never married)	98.5	8559	87.3	3882	66.7	3303	20.3	5825	15.2	4982	0		13986	12564
No Response	.7		1.4		0		1.5		.8		0			
Total	100.0 (N=133)	8689	100.0 (N=71)	4447	100.0 (N=84)	4952	100.0 (N=325)	28696	100.0 (N=455)	32776	100.0 (N=23)	3944	38175	45331

Small figures are estimated numbers.

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

The percentages of separations and divorces are also very high among adult Hispanic women. As many as 32.8 percent of them are widowed, separated, or divorced. As a result of early marriages and the dissolution of marriages among Hispanic women, as high as 40 percent of Hispanic households are headed by a single parent, mostly the mother. (See Table 3-3) This underscores the plight of displaced homemakers.

Raising young children by a single parent with meagre income is very difficult, to say the least. Setting aside enough time for either a formal education or vocational training would present considerable difficulties for Hispanic parents, especially young parents.

The UB Survey shows (Table 9-4) that 19.8 percent of the out-of-school youth, 20.0 percent of adult men, and 31.2 percent of women said that they were unable to work due to various child care problems during the past 12 months.

As to the availability of a child care center in the neighborhood, 24.3% of the out-of-school youth, 9.8 percent of adult men, and 19.6 percent of adult women said that a child center is available in their neighborhood.

TABLE 9 -4

PERCENT OF HISPANICS UNABLE TO WORK DUE TO VARIOUS CHILD CARE PROBLEMS CONNECTICUT, 1982-83

	Out-of-School Youth	Adult Men	Adult Women
Wants to care for children herself/himself	9.9%	3.5%	12.4%
Can't find anyone at a price she/he can afford	8.5	15.7	10.8
Can't find anyone at any price	0	0	.8
Doesn't trust babysitters	1.4	0	3.6
Never really tried to find child care	0	0	1.6
Other	0	.9	2.0
Don't know	1.4	0	.8
Don't need child care	52.1	53.9	47.0
No response	26.8	26.1	21.1
Totals	100.0 (N=71)	100.0 (N=115)	100.0 (N=465)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

9.5 Transportation Problem

Inadequate transportation must be counted among the disadvantages of the Hispanic population for it reduces the accessibility to jobs located far away from the place of residence, and very often denies the punctuality which is valued so much by employers. The McCone Commission, after studying the causes of the Watts riots in 1965, concluded that "the most serious immediate problem ... in our community is employment," but the Commission suggested that inadequate and costly public transportation also limited employment opportunities.

As explained in Chapter 2, Hispanics are to a large extent concentrated in the central cities of the state, and even within these cities, they are highly congregated in the Core area or an area near the Central Business District. Since many jobs, factory and service jobs, are traditionally concentrated in this Core area, Hispanics are conveniently located to work in this Core area. Unfortunately, during the past two decades, new job opportunities have grown in suburban towns outside the central cities while the jobs in CBDs have actually declined in many cities.

Following the suburbanization of higher-middle and upper income families and jobs, the automobile became the dominant mode of travel to work for most of the U.S. population.

According to Table 9-5, the car ownership rate and percent of those who have a driver's license among the Hispanic population was very low indeed. Only 27.4 percent of the youth, 40.4% of adult Hispanic women, and 66.7% of adult men positively said that they owned a car. At the same time, 49.7% of the out-of-school youths, 47.3% of adult women, and 85.1% of the men had a driver's license.

TABLE 9-5

CAR OWNERSHIP AMONG THE HISPANICS IN CONNECTICUT 1982-83

No. of Cars	Out-of-School Male	Out-of-School Female	Adult Men	Adult Women
None	58.8	68.6	31.1	53.6
1	27.9	22.9	51.7	33.4
2	10.3	5.7	13.0	10.6
3	2.9	2.9	3.8	2.1
4	0	0	.3	.2
No Response	0	0	0	0
	100.0	100.0	100.0	100.0

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

TABLE 9-6

DRIVER'S LICENSE OWNERSHIP AMONG HISPANICS IN CONNECTICUT 1982-83

	In-School Youth	Out-of-School Youth	Adult Men	Adult Women	Over 65	All
Yes	27.8	49.7	85.1	47.3	13.0	55.5
No	53.6	40.5	13.7	48.8	73.9	38.4
No Response	18.5	9.8	1.2	2.8	13.0	6.1
	100.0	100.0	100.0	100.0	100.0	100.0
	(N=123)	(N=147)	(N=331)	(N=447)	(N=28)	

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

TABLE 9-7

MODE OF TRANSPORTATION TO GO TO WORK BY HISPANICS IN CONNECTICUT 1982-83

	Out-of-School Youth	Adult Men	Adult Women	All
Car	23.3	81.3	63.6	63.8
Bus	56.7	9.4	16.9	20.9
Car Pool	10.0	1.6	5.2	4.5
Walk	10.0	3.1	11.7	7.9
Other	0	4.7	2.6	2.8
	100.0	100.0	100.0	100.0
	(N=30)	(N=64)	(N=77)	(N=177)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

Mode of Transportation to Go to Work: The low ownership rates of cars and driver's licenses among out-of-school youths and women meant that they rely heavily on bus, car-pool, and walking to work (see Table 9-6). On the otherhand, 85% of Hispanic adult men drove their cars to work.

Length of Journey to Work: In general, relying on buses, car-pools, and walking meant a shorter distance to go to work. The median length of time spent for the journey to work was less than 10 minutes for youths, and 14 minutes for both adult men and women.

In conclusion, workers are handicapped by the low level of car ownership. The low levels of auto ownership among Hispanics reflect the fact that half of the Hispanics cannot afford to own an automobile. Therefore, poor people, even when they own cars, generally own poor cars which are inadequate for long-distance commuting. The result is that many of them cannot easily travel to suburban towns for a job.

Heavy dependence on transit results in a longer time spent on the road relative to the distance they can travel. They are likely to be late on the job due to the unreliability of bus schedules. Conventional transit systems usually do not provide convenient services between the ghetto and suburban work places. Even if such services may be available, since door to door service is not available, they have to rely on walking to get to the work place. In fact, if they are lucky enough to land a job in a suburban location, the first thing they have to do is to somehow buy a car.

9.6 Poor Health

Better health contributes to economic security in two important ways: by permitting a person to earn income, and by minimizing the necessity of spending money for health care. The odds are that a person with poor health would be more frequently absent from work, on the average work less hours a day,and be very selective on the kind of jobs he/she could hold. Thus, illness and disability lead to poverty. But poverty also contributes to poor health. The poor are likely to forego many expenses for preventive care, are more susceptible to diseases due to unsanitary conditions and lack of care, and are less likely to receive timely curative care once they are exposed to illness.

As shown in Tables 5-3 and 5-4, health problems cause persons not to participate in the labor force, and make them more likely to be unemployed.

Table 9-8 shows that the percent of those who suffer from physical-mental handicaps increases as they age. For adults, about 8 percent of the men, 11 percent of the women, and 33 percent of the elderly said that they suffer from any one of the following handicaps: heart attack, disk problems,arthritis, asthma, high blood pressure, deafness, mental retardation, diabities,blindness,burns,and other..

9.7 Discrimination

"Discrimination is said to exist when two or more groups that are differentiated on the bases of the same characteristics to an objective measure of productivity are not granted equal treatment in a particular activity."
The differentiating characteristics may be race, sex, ethnic origin, marital status, age, or physical appearance.

There is also a variety of discriminations. Since discrimination is illegal, overt discrimination may be difficult to detect. But well disguised discrimination may exist although the extent of the discrimination practices is difficult to measure.

TABLE 9-8

HANDICAPPED PERSONS AMONG HISPANICS in CONNECTICUT, 1982-83

	Under 16	In-School	Out-of-School	Adult Men	Adult Women	Over 65	All
Yes	0	3.2	.8	7.9	10.8	33.3	6.7
No	99.5	96.8	98.5	91.4	88.9	66.7	92.8
Don't Know	.5	0	.7	.7	.2	0	.5
	(N=203)	(N=125)	(N=131)	(N=291)	(N=416)	(N=21)	(N=1187)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

In the absence of any objective measurement of the degree of discrimination, we have asked the sample Hispanic interviewees their experiences in the area of occupational training programs. The exact questions asked and the tally of answers are summarized below.

> During the last five years, have you ever been refused entry into occupational training programs for any of the following reasons? Age, sex, language, race or nationality, ethnic origin,or other.

Of 316 who answered the question, 35 or 11.1% affirmed that they were refused entrance into occupational training programs over the last five years (70.9% said that they were never refused,and 18% did not know.) Of the reasons cited, the English language problem ranked the highest followed by ethnic discrimination, age, other reasons,and sex, in that order.

> Have you been discriminated against because of your ethnic backround in any of the following areas? Hiring, promotion, type of work you can get, getting laid off, the working area you have, your wage or salary, anything else (specify).

Of 350 respondents, 67 or 19.1% reported that they experienced ethnic discrimination in the labor market. Ethnic discrimination is experienced mostly in hiring practice (20.9% of the total who were discriminated against), followed by the type of work they found (17.9%). promotion (13.4%), getting laid off (10.4%), poor working conditions (6.0%), wage or salary (4.5%), and other areas (26.9%).

> Have you been discriminated against because of your sex in any of the following areas? Hiring, promotion, type of work you can get, getting laid off, the working area you have, your wage or salary, anthing else.

Twenty seven out of 350 or 7.7 percent of respondents reported sex discrimination. Two thirds of them were women. Women generally complained sex discrimination in the type of work they got, hiring practices, problemswith being laid off, and wages in that order.

How much of a problem for you is ethnic background in getting access to occupational training programs?

It is important to note that the question did not use the word "ethnic *discrimination*," but instead, "ethnic *background*." Sixty-seven out of 350 (19.1%) of the respondents said that ethnic background posed a "big" to "great" problem in gaining access to occupational training programs. The specific aspect of their ethnic background which was most frequently cited as the cause of the problem was limited to English proficiency.

How much of a problem for you is age discrimination in getting occupational training?

Forty one out of 350 respondents (12%) said that they experienced age discrimination in getting occupational training. Among the three target groups, adult women appear to experience more age discrimination.

9.8 Overcoming the Obstacles to Vocational Education and Training

The University of Bridgeport Survey asked Hispanic respondents their views on what should be done to improve their training opportunities. As shown in Table 12-1, 95.8 percent of out-of-school youths, 80 percent of adult men, and 80.9 percent of adult women indicated that some kind of government aid and support service was needed in overcoming obstacles to vocational education and training.

Financial assistance for tuition and income maintenance while in a training program were cited by all groups as the most important factors in facilitating their vocational education and training.

The out-of-school youths and adult women also stressed the need for the availability of child-care services during training.

Personal as well as career/job counselling were often cited. Bilingual programs and public transportation were also mentioned.

These numbers clearly show a diversity of needs as well as a need for integrating comprehensive sets of services and resources to make it possible for the special needs group to overcome difficulties in obtaining employment training.

Table 9-9

KINDS OF SUPPORT NEEDED FOR EMPLOYMENT TRAINING REPORTED BY HISPANICS IN CONNECTICUT

	Out of School Youth	Adults		
		Male	Female	All
Financial Assistance	60.6	37.4	37.8	41.3
Free Training	5.6	2.6	3.6	3.4
Child Care	9.9	3.5	14.3	10.1
Personal Counseling	1.4	4.3	4.0	3.4
Career Counseling	2.8	3.5	1.2	1.9
Job Placement	1.4	.9	.8	.9
Income Maintenance While in School	5.6	11.3	9.6	9.2
Bilingual Program	1.4	8.7	2.0	3.4
Public Transport	0	.9	1.6	1.1
Other	7.0	7.0	6.0	6.2
No Response	4.2	20.0	19.1	18.9
Total	100.0 (N=71)	100.0 (N=115)	100.0 (N=251)	100.0 (N=465)

Source: 1983 University of Bridgeport Urban Management Institute Survey of Hispanics in Connecticut

9.9 Summary

One approach to the employment and training needs assessment is to identify obstacles, both internal and external, to the employment and training of Hispanics. The objective of the needs assessment is to reduce or eliminate these barriers.

Among the obstacles identified by the Hispanic interviewees, "lack of a high school diploma" and "limited English proficiency" were the two most serious barriers to employment. On the other hand, "lack of finance and need for a job" was the most frequently mentioned impairment to training. Poor English was also listed as a serious problem in training.

Other less frequently cited very serious handicaps to some Hispanics are child care, lack of transportation to go to work,poor health,and discrimination. About 2 percent of Hispanics 16 and over mentioned child care as a problem to attending training programs. The displaced homemakers problem is serious both for young and older Hispanic females. As many as one third of them are widowed, separated or divorced.

Nearly 80 percent of Hispanics live in central cities, and even in cities, they are congregated in the core areas near the central business districts.Their automobile ownership and driver's license ownership rate is very low (roughly 50 percent). They are heavily dependent on the public transit system to go to work. Unfortunately, during the past twenty years, job opportunities have been growing in the suburban areas away from the Core area of the cities. In the meantime, jobs in the central cities declined. Hispanics'search for jobs are therefore geographically limited.

Poor health is another major problem for the Hispanic labor force. About 10 percent of adults aged between 22 and 65, and one-third of the elderly Hispanics suffer from various kinds of physical and mental handicaps.

Approximately 10 percent of the Hispanic interviewees experienced refusal into occupational training programs during the past five years. The major cause of refusal was English deficiency. Nearly 20 percent of the interviewees experienced ethnic discrimination in hiring, promotion, being laid off, etc. Eight percent of the interviewees said that sex discrimination was a problem in the typw of work they found as well as in hiring practices.

Chapter 10

MIGRANT SEASONAL WORKERS

10.1 Migrant Seasonal Workers

A migrant worker is defined as: A migratory agricultural worker or fisher who has moved within the past twelve months from one school district to another or from one State to another to obtain temporary or seasonal employment in an agricultural or fishing activity.

Migrant seasonal workers are called the "forgotten minority." Even if they are not forgotten, they are, at the very least, elusive because they are very difficult to enumerate. Estimates of the migrant population have always been a problem at the national, regional, and local level. Numerous estimates of migrant farm workers, however, differ widely. The U.S. Department of Agriculture reported in 1968 that approximately 400,000 to 450,000 farm workers could be classified as migrant workers (USDA 1968). Some writers have estimated that there were as many as 4 million migrant seasonal workers in 1976 (Wall 1976); and still others contend that in 1977 there were approximately 400,000 to 800,000 migrants (Caveaugh 1977). Rural American, Inc. (1977) estimated that approximately 5 million migrant and seasonal agricultural workers and their dependents resided in the United States. Some researchers report a steady decline since 1965. Smith (1970) pointed out that the declining farm labor market is primarily the result of the rapid and widespread mechanization in agricultural production. *

The problem of accurately identifying the number, location, and migration patterns of these workers is perplexing. Truman Moore (1965) contends that in the United States better estimates are available for the number of migratory birds than migratory workers. **

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*J.Steven Picou, Vocational Education for Migrant Youth, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, January 1982. p. 3

**Truman Moore, The Slaves We Rent, New York: Random House, 1965.

10.2 Estimates of Migratory Workers in Connecticut

In the School Year 1981-82, there were 3,509 children of migrant seasonal workers served by the Migratory Children's Programs in Connecticut (MCPC). As amended, Title I of the Elementary and Secondary Education Act of 1865 provides support for special services to pre-school and school-aged children of migrant workers.

Since most of the migratory children in Connecticut are Hispanic, we assumed for the purpose of the estimate, that 80% of the 3,509 children, or 2,807, were Hispanic migrant children. We have further assumed that the household composition of Hispanic migrant workers are similar to all other Hispanics in Connecticut. Since 31.7 percent of Hispanics attend schools, we assumed that 2,807 constitute 31.7 percent of the total Hispanic migrant population.* Accordingly, the estimated number of total Hispanic migrant workers and family is 8,855. The estimated composition of the Hispanic migrant population by our study group is shown on Table 10-1. Assuming that Connecticut's total Hispanic population was 136,000 in 1983, the migrant population constituted 6.5percent of the total Hispanic population.

This estimate is supported by the fact that there were, as of March, 1983, 464 Hispanic agricultural job seekers who registered with the Connecticut State Job Service. Assuming an unemployment rate of 20 percent for Hispanics, the total number of migratory workers is estimated at 2,320. To this number, the average household size of 3.8 was multiplied to find the Hispanic migratory population of 8,816.

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*See Table 6-1 for the percent of Hispanics attending elementary and high schools.

Table 10-1

COMPOSITION OF MIGRANT SEASONAL WORKERS
IN CONNECTICUT, 1981-82

Group	Number	Percent
Under 16	3,418	38.5%
In-School youth	567	6.4
Out-of-School youth	611	6.9
Adult Men	1,868	21.1
Adult Women	2,134	24.1
Elderly Over 65	257	2.9
Total	8,855	100.0

Source: Estimate by the University of Bridgeport Urban Management Institute, 1983

10.3 Statewide Distribution of Migrant Population

Table 10-2 shows the statewide distribution of the migrant population by school district. The table also shows the number of CMPC students served and pupils enrolled in instruction.

The Hartford district contains 42.3% of the entire migratory population and students served. The Bridgeport district also contains 19.3%, the Windham district 9.6%, New Haven 8.2%, and Waterbury 4.9%, in that order.

The presence of fairly large numbers of migrant population in such non-agricultural urban centers as Bridgeport and New Haven leads to the suspicion that many of these migrant workers are not limited to agricultural occupations.

TABLE 10-2

PROGRAM LOCATIONS AND PUPILS SERVED
by
MIGRATORY CHILDREN'S PROGRAMS IN CONNECTICUT

1981 - 1082

School District	(1) Estimated Number of Migrant Population	(2) Total Number of Students Served	(3) %	(4) Pupils Enrolled in Instruction
1. Bridgeport	1,709	678	19.3	251
2. Enfield	248	100	2.8	100
3. Gilford	97	37	1.1	33
4. Hartford	3,746	1,483	42.3	397
5. Meriden	257	101	2.9	92
6. Naugatuck	292	117	3.3	51
7. New Haven	726	287	8.2	155
8. Norwalk	230	92	2.6	51
9. Pomfret	89	34	1.0	27
10. Vernon	115	47	1.3	16
11. Wallingford	62	26	0.7	4
12. Waterbury	434	172	4.9	80
13. Windham	850	336	9.6	149
			100.0	
TOTAL	8,855	3,510	100.0	1,406

Source: Columns (2), (3) and (4) are data from: Connecticut State Department of Education, Bureau of Research, Planning and Evaluation, Report of the Evaluation of Migratory Children's Programs in Connecticut: Program and Achievement Analyses for Fiscal Year 1981-82. A report prepared for State Board of Education. p.12.

Column (1): Estimates by the Urban Management Institute, University of Bridgeport.

Chapter 11

UTILIZATION OF TRAINING RESOURCES
by
HISPANICS

11.1 Introduction

Having identified employment, education, and training needs of the Hispanics labor force so far, this chapter is devoted to an inventory of community resources available to the Hispanic population. There are a variety of employment, training, and supportive services available to the Hispanics in Connecticut. Most of these services are accessible to all the residents of the state, but some of them are especially applied to Hispanics, i.e. bilingual programs. The task of finding out the utilization level of these resources by Hispanics in detail would require another comprehensive study of its own. The purpose of this chapter is therefore to present an overview of the level of Hispanics' participation in the community services available to them.

Keeping in mind that the Hispanics' needs are great, a lack of participation by Hispanics in these community services may pinpoint a gap in social services.

11.2 Kinds of Training Resources Available

Training programs available in the state may be classified by type of program and the type of organization providing them. The simplest approach is to list the institutions and agencies which provide training services, find out their total enrollments, and determine what portion of that total enrollment belongs to Hispanic participants.

For those programs which are especially designed for Hispanics, it is more convenient to find out their enrollment levels.

Listed below are the type of institutions and programs offered in Connecticut.

I. SECONDARY PROGRAMS

A. Regional Vocational-Technical School (RVTS) Programs

Secondary, Full-Time Day, Program for Youths
Secondary, Part-Time Day, Program for Youths

Long-Term, Adult, Full-Time Day, Program
Long-Term, Adult, Post-Graduate, Program
Long-Term, Adult, Post-Secondary, Program
Long-Term Adult, Apprentice Day and Evening, Program
Short-Term Adult, Evening Satellite Program

VTS Shared-Time Program for Youths
VTS Summer Exploratory Program for Youths

B. Local Educational Agencies (LEA) Programs for Youths

Agriculture Education
Business and Office Education
Home Economics Education
Distributive Education
Health Occupations Education
Industrial Arts
Trade and Industrial Education
Technical Education

II. POST-SECONDARY PROGRAMS

A. Community Colleges

B. 2-Year Technical Colleges

C. 4-Year Colleges and Universities

III. PROPRIETARY SCHOOLS (Private Schools for Occupational Training)

IV. ON-THE-JOB/INSERVICE TRAINING/CO-OP PROGRAMS

A. Company Sponsored Programs
B. Union-Sponsored Programs

V. CETA PROGRAMS

VI. PROGRAMS ESPECIALLY RELEVANT TO HISPANICS

A. Bilingual Programs
B. Bilingual Vocational Training Programs
C. English as a Second Language (ESL) Programs
D. Adult Basic Education (ABE); High School Equivalency (GED)
E. Migratory Children's Programs in Connecticut (MCPC)

VII. VOCATIONAL REHABILITATION SERVICES

To the extent that the most current data are available, Hispanic enrollments in these programs are presented.

11.3 Regional Vocational-Technical School Program Participation*

Vocational-technical education in Connecticut is offered by the regional vocational-technical school system. The regional vocational-technical school program is a four-year technical program encompassing grades 9-12. The ninth grade program is a period of trade exploration acquainting students with trades and vocational program selection. The school year is divided with one-half of the time alloted to skill trade training and the remainder devoted to general education and vocational-related education. Graduates of the secondary program receive a high school diploma and a certificate.

(a) Full-Time Day Program for In-School Youth

There are 17 Regional Vocational-Technical Schools and four satellites throughout Connecticut. The full-time day program accepts primarily applicants for the 9th grade. At present, there are more applicants than classroom spaces available with a two to one ratio.* (In 1979, the RVTS refused approximately 43 percent of its applicants). The 1981-82 data (Table 11-1) show that there were 12,329, consisting of 9,505 boys and 2,824 girls, enrolled in the full-time day program. Of these, 690, including 460 boys and 230 girls, were Hispanic youth. This represented an overall Hispanic enrollment ratio of 5.6 percent, or 4.8 percent for male and 8.1 percent for female Hispanic youth. Is this Hispanic youth participation adequate? Although the Hispanic population constituted only 4.1 percent in 1980, the Hispanic youth of 9th grade age constituted 6.1% of the total 9th graders in the state.

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*See State Board of Education, Strategies for Progress: Connecticut Master Plan for Vocational and Career Education, 1979 Edition, p 73 ff.

TABLE 11-1

REGIONAL VOCATIONAL TECHNICAL SCHOOL

SECONDARY FULL-TIME DAY PROGRAM

1981-82

Town/School	Total Enrollment			Hispanic Enrollment			% of Hispanic to Total		
	M	F	T	M	F	T	M	F	T
Ansonia/O'Brien	562	54	616	9	0	9	1.6	0	1.5
Bridgeport/Bullard-Havens	628	354	982	120	49	169	19.1	13.8	17.2
Danbury/Abbott	663	158	821	24	9	33	3.6	5.7	4.0
Danielson/Ellis	355	89	444	2	1	3	.6	1.1	.7
Groton/Grasso-Southeastern	604	138	742	10	9	19	1.7	6.5	2.6
Hamden/Whitney	508	249	757	26	27	53	5.1	10.8	7.0
Hartford/Price	473	233	706	76	46	122	16.1	19.7	17.3
Manchester/Cheney	498	28	526	8	0	8	1.6	0	1.5
Meriden/Wilcox	681	165	846	30	12	42	4.4	7.3	5.0
Middletown/Vinal	504	137	641	2	3	5	.4	2.2	.8
Milford/Platt	620	240	860	4	3	7	.6	1.3	.8
New Britain/Goodwin	715	179	894	35	35	70	4.9	19.6	7.8
Norwich/Norwich	490	151	641	4	3	7	.8	2.0	1.1
Stamford/Wright	604	244	848	56	27	83	9.3	11.1	9.8
Torrington/Wolcott	514	152	666	0	0	0	0	0	0
Waterbury/Kaynor	643	187	830	41	4	45	6.4	2.1	5.4
Willimantic/Windham	443	66	509	13	2	15	2.9	3.0	2.9
TOTALS	9,505	2,824	12,329	460	230	690	4.8	8.1	5.6

Source: ED 400A CT Vocational Education Information System

Geographically, the Hispanic percentage of enrollments in RVTS ranged from 17.3 percent in Hartford (16.1% for boys and 19.7% for girls) and 17.2 percent in Bridgeport to practically no Hispanic enrollments in rural RVTS such as the Torrington area RVTS where very few Hispanics were found (see Table 11-1 and Table 3-1).

(b) Applicants to Ninth Grade Exploratory Program*

The most currently available data show that RVTS applicants for the Ninth Grade Exploratory Program as of October 1, 1982 was 5,007. Of this number, 288 (7.6 percent of the total) were Hispanic applicants. Similarly, the number accepted and the number reported amount to 7.3 percent and 6.9 percent Hispanics, respectively. These bits of data may indicate the tendency to admit a high percentage of Hispanic youths to RVTS.

(c) RVTS Full-Time Day Program Enrollments by Occupational Programs

There are basically three types of occupational programs in terms of the level of preferences indicated by Hispanic students. The first type is the one which the Hispanic youth appear to favor greatly. Such programs are auto mechanic, cosmetology, carpentry, drafting (machine), electrical, electronics (industry), fashion design (preferred by girls only), machine tool, and plumbing programs. These skill programs are mostly found in a list of occupational skills favored by Hispanics as revealed by the UB Survey (See Section 8.5). On the other hand, there are programs in which Hispanic youth appear to be less interested in. These programs include: Electrical (industry), Health Service Occupation, Major Appliance Repair, Heating, Air Conditioning, Refrigeration Mechanics, and Auto Body Repair programs.

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* Connecticut State Department of Education, Bureau of Vocational Program Planning & Development, Vocational-Technical School Applicant Survey (Fall'82), Research Report, RR-VTS-7, March 1982.

TABLE 11-2
FALL 1982 VOCATIONAL TECHNICAL SCHOOL ENROLLMENTS
SECONDARY FULL TIME DAY PROGRAMS

Program Title	All Ethnic			Hispanic			% of Hispanic		
	M	F	Total	M	F	Total	M	F	Total
Barbering	4	2	6	2	1	3	50.0	50.0	50.0
Cosmetology	18	633	651	6	45	51	33.3	7.1	7.8
Allied Health Occupations	0	128	128	0	3	3	0	2.3	2.3
Clothing Mgmt,Pdn, Serv.	4	233	237	0	37	37	0	15.9	15.6
Food Mgmt, Pdn, Serv.	182	171	353	10	6	16	5.5	3.5	4.5
Baking	14	26	40	5	5	10	35.7	19.2	25.0
Industrial Arts, General	2,563	862	3,425	141	92	233	5.5	10.7	6.8
Chemical Technology	11	23	34	1	1	2	9.1	4.3	5.9
Masonry	72	1	73	9	0	9	12.5	0	12.3
Carpentry	820	30	850	23	1	24	2.8	3.3	2.8
Electrical	847	32	879	23	0	23	2.7	0	2.6
Building Maintenance	30	1	31	3	0	3	10.0	0	9.7
Painting and Decorating	10	18	28	0	0	0	0	0	0
Plumbing	518	15	533	30	0	30	5.8	0	5.6
Electrical/Electronics Eq.Rep.	47	13	60	4	1	5	8.5	7.7	8.3
Industrial Electronics	662	84	746	32	3	35	4.8	3.6	4.7
Major Appliance Repair	142	5	147	5	0	5	3.5	0	3.4
Heating A/C Refrig.Mech.	266	11	277	6	0	6	2.3	0	2.2
Aircraft Mechanics	16	7	23	0	0	0	0	0	0
Auto Body Repair	276	9	285	7	0	7	2.5	0	2.5
Automotive Mechanics	787	26	813	46	0	46	5.8	0	5.7
Diesel Engine Mechanics	9	0	9	0	0	0	0	0	0
Small Engine Repair	28	1	29	0	0	0	0	0	0
Drafting, General	83	22	105	4	0	4	4.8	0	3.8
Architectural Drafting	86	33	119	5	1	6	5.8	3.0	5.0
Mechanical Drafting	426	161	587	34	21	55	8.0	13.0	9.4
Graphic Communications	192	208	400	15	13	28	7.8	6.3	7.0
Machine Tool/Machine Shop	1,214	54	1,268	40	0	40	3.3	0	3.2
Sheet Metal	117	14	131	6	0	6	5.1	0	4.6
Welding Brazing Soldering	48	2	50	3	0	3	6.3	0	6.0
Precision Metal Work	12	0	12	0	0	0	0	0	0
TOTAL	9,505	2,824	123,29	460	230	690	4.8	8.1	5.6

Source: ED 400A CT Vocational Education Information System

(d) RVTS Adult Programs

Vocational-Technical schools also provide vocational training for adults. There are several long-term programs and a short-term program listed in Section 11.2. The Adult Day program is a two-year, full-time day program available to adults who already have high school diplomas or GED's. These adult students attend classes during regular school hours with the high school students. Since they do not have to study overall academic subjects while the secondary students do, the adult students can concentrate their training in the trade shop courses. For this reason, while it will take normally four years for the secondary students to graduate, adults can complete the program in two years. At the end of training, the adult receives a certificate.

Under the Post-Graduate/ Post Secondary Programs, courses are offered to adults with a high school diploma as well as for those who are 16 years and older but not attending a regular secondary school. These courses are generally a year in length.

In an Apprenticeship program, the Division of Vocational-Technical Schools organizes and conducts classes for any trade in any location throughout the state where a sufficient number of apprentices may be grouped to make such a class practical, and when funds are available.

Table 11-3 shows that there were 7,892, consisting of 1,766 women and 5,126 men, enrolled in all the adult programs described above. Of these, 4.1 percent of males (212) and 2.2 percent of females (39) were Hispanic adult enrollees throughout the state. These Hispanic ratios are very low in light of a very significant need existing among Hispanic adults. For example, in Meriden, the Hispanic population constitutes 8.4 percent of the total LMA population, but only 1.9 percent of the adult programs (see Table 11-3).

TABLE 11-3

REGIONAL VOCATIONAL-TECHNICAL SCHOOLS

A SUMMARY OF LONG- AND SHORT-TERM ADULT PROGRAMS

ENROLLMENTS BY ETHNIC GROUPS

October, 1979

Town/School	Total Enrollment			Hispanic Enrollment			% of Hispanic Enrollment to Total Enroll.		
	M	F	T	M	F	T	M	F	T
Ansonia/O'Brien	202	34	236	3	0	3	1.5	0	1.3
Bridgeport/Bullard-Havens	1,354	243	1,597	93	11	104	6.9	4.5	6.5
Danbury/Abbott	321	63	384	17	2	19	5.3	3.2	4.9
Danielson/Ellis	371	43	414	6	0	6	1.6	0	1.4
Groton/Grasso-Southeastern	786	87	873	9	0	9	1.1	0	1.0
Hamden/Whitney	198	194	392	5	2	7	2.5	1.0	1.8
Hartford/Prince	662	306	968	15	7	22	2.3	2.3	2.3
Manchester /Cheney	119	17	136	0	0	0	0	0	0
Meriden/Wilcox	253	66	319	6	0	6	2.4	0	1.9
Middletown/Vinal	195	173	368	5	2	7	2.6	1.2	1.9
Milford/Platt	20	0	20	0	0	0	0	0	0
New Britain/Goodwin	254	81	335	4	0	4	1.6	0	1.2
Norwich/Norwich	219	69	288	7	2	9	3.2	2.9	3.1
Stamford/Wright	292	62	354	22	1	23	7.5	1.6	6.5
Torrington/Wolcott	156	34	190	0	0	0	0	0	0
Waterbury/Kaynor	696	178	874	18	12	30	2.6	6.7	3.4
Willimantic/Windham	28	116	144	2	0	2	7.1	0	1.4
TOTALS	5,126	1766	7892	212	39	251	4.1	2.2	3.2

Source: Connecticut State Department of Education

TABLE 11-4

Distribution of Minority Students in Connecticut Vocational-Technical Schools October 1, 1981*

		Enrollment								Total Minority						
Town	Town Type	Total	Rank	Change Over 80	White	Amer. Indian	Asian Amer.	Black	Hispanic	Number	Rank	Pct.	Rank	Change Over 80	*Growth Rates* 5 year	1 year
Bridgeport	10	1,176	1	6	810	6	15	202	143	366	2	31.1	2	51	17.0	16.2
Danbury	10	905	5	-1	840	7	3	29	26	65	8	7.2	8	-15	7.6	-18.8
Danielson	10	559	16	3	545	3	1	2	8	14	16	2.5	15	7	47.6	100.0
Hamden	10	904	6	38	650	2	1	215	36	254	3	28.1	3	27	17.8	11.9
Hartford	10	862	8	-19	400	0	3	342	117	462	1	53.6	1	-10	4.2	-2.1
Manchester	10	452	17	15	422	2	2	18	8	30	13	6.6	9	15	14.9	100.0
Meriden	10	878	7	-11	792	6	0	36	44	86	7	9.8	7	10	15.4	13.2
Middletown	10	669	13	-11	629	7	3	26	4	40	10	6.0	12	-5	32.0	-11.1
New Britain	10	999	2	27	875	4	2	53	65	124	6	12.4	6	27	11.5	27.8
Norwich	10	717	11	-9	688	6	1	12	10	29	14	4.0	13	-11	10.0	-27.5
Stamford	10	821	9	28	605	0	0	154	62	216	4	26.3	4	-2	18.6	-0.9
Torrington	10	670	12	3	667	0	0	3	0	3	17	0.4	17	-2	-17.8	-40.0
Waterbury	10	933	3	118	804	5	2	76	46	129	5	13.8	5	40	19.0	44.9
Willimantic	10	573	15	1	538	6	2	9	18	35	11	6.1	11	-1	15.5	-2.8
Ansonia	10	627	14	35	612	1	0	6	8	15	15	2.4	16	-5	1.4	-25.0
Milford ~	10	920	4	120	885	2	0	29	4	35	11	3.8	14	-4	-2.6	-10.3
Groton	10	800	10	-3	750	1	0	28	21	50	9	6.3	10	-8	****	-13.8
Total		13,465		340	11,512	58	35	1,240	620	1,953		14.5		114	12.5	6.2

*Figures include students in secondary full-time day and long-term adult programs.

Source: Connecticut State Department of Education, Division of Educational Administration, Bureau of Research Planning and Evaluation, Minority Pupils and Staff in the Connecticut Public Schools, October 1, 1981, March, 1982, p.10.

11.4 Local Education Agencies Vocational Programs

Local Education Agencies (LEA) administer public schools (K-12) on a local or regional basis. LEAs are required, under Connecticut General Statutes, Section 10-186, to provide vocational education at least on the secondary level. The federal Vocational Education Acts of 1963 and 1968, and the 1976 amendments also require access to vocational training in the public schools.

Most LEA vocational education programs (95 percent) are offered in public high schools and the remaining 5 percent are offered at elementary schools. The programs offered by these schools can be grouped into the following eight major categories following the U.S. Office of Education's classification system: agricultural education; business and office education; distributive education; home economics education; health occupations education; industrial arts; trade and industrial education; and other technical education. 1982 enrollment figures by program are shown in Table 15-5(A), and by labor market area in Table 15-5(B).

About 6.3 percent or 11,889 of the total LEA secondary vocational enrollments were Hispanic youths. Hispanic boys appear to be interested in Other Technical Education (15.5% of the total enrollment in this category were Hispanic): Trade and Industrial Education (7.4%), while Hispanic girls preferred Industrial Arts (12.5%), Other Technical Education (8.7%), and Health Occupations (7.7%). Relatively few Hispanic youths enrolled in Agricultural Education (.8%), Business and Office Education (4.1%), and Distributive Education (5.3%).

The share of Hispanic enrollment in LEA secondary vocational programs ranged from .4 percent in the Torrington LMA (where only .64% of population is Hispanic) to 15.2 percent in the Meriden LMA and 15.1 percent in New Britain. In the latter areas, Hispanic population constituted 8.4 percent and 5.1 percent, respectively.

TABLE 11-5 (A)

LEA SECONDARY VOCATIONAL ENROLLMENTS
by
PROGRAM, FALL 1982

Program	Male	Female	Total	Hispanics Male	Hispanics Female	Hispanics Total	% Hispanics Male	% Hispanics Female	% Hispanics Total
Agricultural	915	742	1,657	7	7	14	.8	.9	.8
Business/Office	10,717	28,576	39,293	373	1,224	1,597	3.5	4.3	4.1
Distributive Educ.	1,334	2,499	3,833	62	140	202	4.6	5.6	5.3
Health	134	1,078	1,212	5	83	88	3.7	7.7	7.3
Home Economics	35,372	59,021	94,393	2,345	3,475	5,820	6.6	5.9	6.2
Industrial Arts	25,509	9,626	35,135	1,506	1,207	2,713	5.9	12.5	7.7
Other	5,568	2,552	8,120	864	223	1,087	15.5	8.7	13.4
Trade Ind.	3,884	1,403	5,287	289	79	368	7.4	5.6	7.0
TOTAL	83,433	105,497	188,930	5,451	6,438	11,889	6.5	6.1	6.3

Source: ED 400A CT Vocational Education Information System

Table 11-5 (B)

LEA SECONDARY VOCATIONAL ENROLLMENTS
by
LABOR MARKET AREA
1981-1982

LMA	Total			Hispanics			% Hispanic		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Ansonia	614	666	1280	1	1	2	*	*	*
Bridgeport	8,106	9,267	17,373	1,096	1,013	2,109	13.5	10.9	12.1
Bristol	2,866	2,503	5,369	60	30	90	2.1	1.2	1.7
Danielson	1,170	1,743	2,913	3	10	13	.3	.6	.4
Danbury	5,720	7,490	13,210	149	197	346	2.6	2.6	2.6
Meriden	1,241	2,237	3,478	192	336	528	15.5	15.0	15.2
Hartford	22,946	29,561	52,507	1,637	2,177	3,814	7.1	7.4	7.3
New Britain	4,386	5,643	10,029	749	834	1,583	17.1	14.8	15.08
Middletown	3,676	4,061	7,737	128	86	214	3.5	2.1	2.8
Norwich-New London	4,533	6,243	10,776	134	136	270	3.0	2.2	2.5
New Haven	11,522	15,997	27.519	531	641	1,172	4.6	4.0	4.3
Norwalk	669	625	1,294	48	25	73	7.2	4.0	5.6
Stamford	3,505	5,193	8,698	180	329	509	5.1	6.3	5.9
Torrington	2,381	2,285	4,666	7	11	18	.3	.5	.4
Waterbury	8,607	10,094	18,701	450	523	973	5.2	5.2	5.2
Willimantic	1,491	1,889	3,380	86	89	175	5.8	4.7	5.2
TOTAL	83,433	105,497	188,930	5,451	6,438	11,889	6.5	6.1	6.3

Source: ED 400A Connecticut Vocational Education Information System

11.5 Hispanics in Connecticut Higher Education

As of the fall, 1982, there were 162,487 enrolled in Connecticut's institutions of higher education. Of this number, 3,109 or 1.9 percent were Hispanic students. In spite of this low level of Hispanic representation in colleges and universities in 1982, it was still a considerable improvement compared to 1976 when the Hispanic percentage in higher education was merely 1.4 percent. (2,074 out of 146,558 total enrollments) In comparison, black students constituted 4.7 percent of total enrollments. As shown in Table 11- 6 , between 1976 and 1982, Hispanic enrollment increased by 49.9% while the enrollment of blacks increased only by 9.1 percent and the total enrollments, by 10.9 percent.

Of 3,109 Hispanic students enrolled in Connecticut institutions of higher education, 67 percent (2,084) were enrolled in public institutions and 33 percent (1,025) , in private or independent institutions. The detailed breakdown by type of institution is shown in Table 11- 7 . The largest percentage or 36.5 percent attended Regional Community Colleges, 12.6 percent in Connecticut State Universities, 11.7 percent at the University of Connecticut, 5.1 percent in State Technical Colleges, .6 percent at the U.S. Coast Guard Academy, and .5 percent at the UConn Health Center. In addition, 20.8 percent were enrolled in four-year regional independent colleges, 11.2 percent in four-year national independent institutions, and 1.0 percent in two-year independent colleges.

Hispanic enrollment as percent of the total enrollment in each type of institution indicates the following. With only 1.2 percent of their total enrollment being Hispanic students, Connecticut State Universities have the lowest Hispanic student enrollment. Other systems which had low Hispanic enrollments are: Four-year regional independent colleges (1.5% Hispanics), University of Connecticut (1.6%), State Technical Colleges (1.7%), Two-year independent colleges (1.9%), Four-year independent colleges (2.0%),

TABLE 11-6

ENROLLMENT BY ETHNIC CATEGORY AND PERCENT CHANGE
in
CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION
FALL 1976 - FALL 1982

	1976	1978	1980	1982	%Change 1976-82	%Change 1980-82
Black, Non-Hispanic	6,989	7,532	7,907	7,622	+ 9.1%	- 3.6%
Native American	296	308	474	574	+ 93.9%	+ 21.1%
Asian or Pacific Islander	762	1,157	1,643	2,021	+ 165.2%	+ 23.0%
Hispanic	2,074	2,665	2,753	3,109	+ 49.9%	+ 12.9%
TOTAL, MINORITY	10,121	11,662	12,777	13,326	+ 31.7%	+ 4.38
White, Non-Hispanic	134,984	140,635	144,789	146,013	+ 8.2%	+ 0.9%
Non-Resident Alien	1,453	1,945	2,488	3,148	116.7%	+ 26.5%
TOTAL, NON-MINORITY	136,437	142,580	147,277	149,161	+ 8.7%	+ 1.3%
TOTAL	146,558	154,242	160,054	162,487	+ 10.9%	+ 1.5%

Source: Connecticut Board of Governors for Higher Education, Department of Higher Education, Minorities in Connecticut Higher Education, Research Report R-3-83. p. 3.

TABLE 11-7

ENROLLMENT BY ETHNIC CATEGORY AND TYPE OF INSTITUTION IN CONNECTICUT INSTITUTIONS OF HIGH EDUCATION FALL 1982

INSTITUTIONS	TOTAL		HISPANIC		%Hispanic to Total
	Number	%	Number	%	
PUBLIC INSTITUTIONS					
University of Connecticut	22,800	14.0	364	11.7	1.6
UConn Health Center	516	.3	14	.5	2.7
Connecticut State University	32,380	19.9	393	12.6	1.2
Regional Community Colleges	35,364	21.8	1,135	36.5	3.2
State Technical Colleges	9,084	5.6	158	5.1	1.7
TOTAL, State Institutions	100,144	61.6	2,064	66.4	2.1
U.S. Coast Guard Academy*	939	.6	20	.6	2.1
TOTAL, Public Institutions	101,083	62.2	2,084	67.0	2.1
INDEPENDENT INSTITUTIONS					
Four-Year National	17,243	10.6	348	11.2	2.0
Four-Year Regional	42,607	26.2	647	20.8	1.5
Two-Year Independent	1,554	1.0	30	1.0	1.9
TOTAL, Independent Institutions	61,404	37.8	1,025	33.0	1.7
TOTAL, ALL INSTITUTIONS	162,487		3,109	100.0	1.9

Source: Connecticut Board of Governors for Higher Education, Department of Higher Education, Minorities in Connecticut Higher Education, Research Report R-3-83. p.6.

and the U.S. Coast Guard Academy (2.1 percent). Relatively speaking, the UConn Health Center (2.7%) and Regional Community Colleges (3.2%) had a higher percentage of Hispanics. But even these institutions had a much lower percentage of Hispanic enrollment than the level of enrollment proportional to the population size in Connecticut. Since Hispanics account for 4.1 percent of the total Connecticut population, even the 3.2 percent Hispanic enrollment at the Regional Community Colleges is low.

Degrees Conferred by Minority Status: The Board of Governors for Higher Education reports that "when enrollment rates are compared to graduation rates, it appears that minority students are somewhat less likely to complete programs than non-minority students. Currently available data, however, do not allow for the calculation of retention rates by enrollment status, program types, or other student characteristics -- all factors which may help to explain the observed differences." This conclusion is not surprising. In an earlier chapter (see section 6.6), it was pointed out that Hispanic "college dropout rates" were exceedingly high. As much as 25 percent of theHispanics said that they attended colleges, but only 4.4 percent actually completed the four-year program.

11.6 Proprietary Schools

These are the private schools organized on a profit-making basis to offer occupational training and trade instruction. Courses range from two to 72 weeks in duration. Any school which has more than five students must be licensed by the State Board of Education and operates under Section 10-8 of the Connecticut General Statutes. There are currently 107 such schools in Connecticut (A catalog of the types of programs offered is included in the Vocational Career Guide for Connecticut, 1981 Edition.)

Most proprietary schools have a single, well-defined educational mission emphasizing a specific skill or skills necessary for employment. These schools are an alternative for students who have rejected more traditional educational settings and may explain why proprietary schools enroll a significant number of minority students. Many of the programs offered in proprietary schools are in career fields traditionally chosen by women, and more women than men are enrolled (45% men and 55% women).

Programs in general include secretarial and business subjects as well as mechanical and engineering technologies, data processing, modeling, tractor trailer driving, banking, broadcasting, retailing and fashion merchandising, and dental programs.

Enrollment figures are not available, but from the UB Survey, approximately 343 Hispanics are enrolled in proprietary schools (see Table 6-1).

11.7 Apprenticeship

As of December, 1982, 5,913 apprentices were enrolled in the state registered apprenticeship programs. Of these, 220 or 3.7 percent were Hispanics. The enrollment data on specific trades indicate that Hispanics seem to greatly favor construction trades such as roofer, carpenter, electrician, and plumber. Next, they liked operative skills such as toolmaker, diemaker, machinist, auto mechanic, and others.

TABLE 11-8

CONNECTICUT LABOR DEPARTMENT
APPRENTICE COUNCIL
ACTIVE APPRENTICES

B.O.P. TOTAL
December 1, 1982

	TOTAL REG.	VIET. VET.	OTHER	MALE	FEMALE	WHITE	BLACK	ORIEN.	IND.	HISP
AIRCRAFT MECHANIC	3	3	2	3			1	1		1
AUTO BODY REPAIRER	45	7	2	45		43	2			
AUTO MECHANIC	129	32	8	127	2	113	8			8
BARBER	0									
BOILERMAKER	124	9	9	110	14	111	9	1	1	2
BRICKLAYER/MASON	58	5		55	3	48	8			2
BUTCHER	1			1		1				
CARPENTER	456	24	12	427	29	364	64	2		26
COOK, BAKER	78	13	2	66	12	61	15			2
DRAFTER	8	3	1	8		8				
ELECTRICAL WORKER	133	20	7	132	1	123	7			3
ELECTRICIAN	1039	59	59	1018	21	950	60	1	3	25
ELECTRONIC TECHNICIAN	45	4	2	44	1	30	8	1		6
FLOOR COVERER	3		1	3		2	1			
GLAZIER	13	2	1	13		11	1			1
HEATING & COOLING MECH.	260	15	24	254	6	241	16		2	1
INDUSTRIAL TECHNICIAN	13			12	1	12				1
INSULATION WORKER	0									
MACHINE SET-UP & OPERATOR	167	27	9	156	11	148	11	1		7
MACHINIST	600	61	43	556	44	537	41	3		19
MAINTENANCE MECHANIC	41	12	3	41		31	3	1		6
MECHANIC & REPAIRER	123	18	8	119	4	105	14			4
MEDICAL & DENTAL TECH.	1	2	1	1		1				
MILLWRIGHT	33	3	5	33		32				1
OFFICE MACHINE SERVICER	22	9	5	22		20	2			
OPTICAL WORKER	18	7	2	16	2	12	5			1
ORNAMENTAL IRONWORKER	3	2	1	3		3				
PAINTER	52		4	40	12	37	10			5
PATTERNMAKER	16	4	1	15	1	12	3			1
PIPEFITTER	124	13	4	104	20	114	7		1	2
PLUMBER	608	43	21	603	5	576	17	1	1	13
PRINTING & PUBLICATION WKR.	114	28	12	105	9	96	17			1
RADIO & TV REPAIRER	67	11	4	67		66	1			
ROOFER	194	8	12	189	5	93	59	1	2	39
SHEETMETAL WORKER	243	15	17	233	10	207	29		2	5
SPRINKLER FITTER	43	4	5	42	1	39	3			1
STATIONARY ENGINEER	0									
STRUCTURAL STEEL WORKER	119	11	4	113	6	103	11			5
TAPER, DRYWALL INSTALLER	8		1	8		7	1			
TOOLMAKER, DIEMAKER	710	32	18	689	21	670	11	1	3	25
WOODWORKER	27	7	2	24	3	24	1			2
MISCELLANEOUS	172	37	27	166	6	148	19			5
TOTAL	5913	550	339	5663	250	5199	465	14	15	220

Source: Connecticut Labor Department

11.8 Adult Education (Non-vocational) Programs

Adult programs for basic and general education are greatly needed by Hispanics who have a very low level of educational attainment. They are designed to serve those who lack a high school diploma, are limited in English proficiency, and lack other basic skills.

Adult Education Programs in Connecticut are carried out under the Public Act 81-397 and Public Law 95-561. PA 81-387, An Act Concerning Enhanced Educational Opportunity for Adults requires that each local or regional board of education must provide adult education services in: Americanization and United States citizenship; English for adults with limited English proficiency; elementary basic skills; secondary school completion programs or classes.

PL 95-561, The Federal Adult Education Act is designed to expand educational opportunities for adults and to encourage programs of adult education that will: (a) enable all adults to acquire basic skills necessary to function in society; (b) enable adults who so desire to continue their education to at least the completion of secondary school; and (e) to make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

Adult Education in Connecticut is funded under PL 91-230, as amended 1981-82, and is administered by the Bureau of Community and Adult Education, Division of Vocational and Adult Education, State Department of Education. The following data have been provided by this Bureau and present adult education activities in Connecticut during FY 82.

In FY 1982, a total of 26,089 students participated in instructional programs supported by federal and state adult basic education funds. The enrollment information (See Table 11-10) reveals that 5,628, or 22 percent of the total, were Hispanics. This may be contrasted to the fact that 3,272

TABLE 11-10

ADULT EDUCATION PROGRAM ENROLLMENTS
by
MUNICIPALITIES, CONNECTICUT FY1982

Continuing Programs	Enrollments
Bridgeport	1798
Bristol	450
Community Action for Greater Middletown	90
Corrections	2825
Danbury	954
*Derby	1431
East Hartford	187
Enfield	277
Fairfield	262
Guilford	54
Hartford	3787
Literacy Volunteers	1361
Meriden	1087
Middletown	1236
Naugatuck	106
New Britain	590
New Haven	2180
Norwalk	826
*Norwich	1277
*Putnam	431
Puerto Rican Organization to Meet Education and Social Aspirations	398
Stamford	781
*Vernon	1279
Wallingford	430
Waterbury	506
West Haven	314
Windham	298
*Winsted	117
SPECIAL PROJECTS	
Commission on the Deaf	10
Cooperative Educational Services	119
Hamden	55
Learn	573
UCONN	Not applicable
Staff Development Project	Not applicable
Grand Total	26,089

*Regional Programs

Source: Connecticut State Department of Education, Division of Vocational and Adult Education, Bureau of Community and Adult Education. Adult Education in Connecticut: A Report on Programs funded Under PL 91-230, as Amended 1981-82, prepared by Jane Alonso.

(13% of the total) were blacks and 2,514 (10% of the total) were Asians and Pacific Islanders. All in all, 9,121 or 48 percent of the participants were found to be limited English proficiency immigrants. Major adult programs are described below in more detail.

(a) Basic Education: Elementary basic skills at the eighth grade level are taught in this program. Total enrollment was 6,655, consisting of 2,495 males and 3,160 females. Of these, 485 (13.9%) were Hispanic males and 370 (11.7%) were Hispanic females.

(b) High School Programs: There are several high school level programs including GED (General Education Development) preparation, High School Diploma (Carnegie) and High School Diploma (External) programs. The G.E.D. program prepares students to pass a test for general education development or a high school equivalency exam. The tests were originally developed by the United States Armed Forces Institute. They were primarily used in the accreditation by examination of World War II veterans returning to civilian life with educational competencies at levels beyond those for which they had previously obtained credit. The tests are designed to measure the extent to which all the past educational experiences of the tested individual have contributed to his general educational development and are concerned with functional and permanent acquisitions of knowledge, skills, and understanding; the high school-level battery consists of five examinations in English composition, and mathematics, while the college-level battery covers the first four of these areas.

The total enrollment of 6,921 students in adult high school programs consisted of 3,495 males and 3,426 females. Of these, 456 or 13 percent were Hispanic males, and 293 or 8.6 percent were Hispanic females. Obviously, the participation rate of Hispanic females is lower relative to Hispanic males.

(c) English for LEP: This is English as a Second Language (ESL) program, taught primarily for immigrants whose dominant language is not English. Altogether, 9,121 are enrolled in this popular program. In FY 82, slightly more women (4,725) than men (4,396) were enrolled in this program. The participation by Hispanics is very heavy: 1,814 or 41.3 percent of the total enrollment and 2,210 or 46.8 percent were Hispanic males and females respectively.

Of the 26,089 participants, 7,604 or 29 percent of the total indicated a positive outcome as a result of the adult education program. Table 11-12 presents achievements of the adult education programs.

TABLE 11-12

ACHIEVEMENT OF ADULT EDUCATION PROGRAMS
CONNECTICUT, 1982

Achievements	Total Number
Moved from basic to secondary education	2,332
Obtained a high school diploma	430
Passed the GED	1,904
Entered another education/training program	867
Received U.S. Citizenship	277
Voted for the first time	299
Obtained a job or better one	1,237
Were removed from public aid	358

Source: Bureau of Community and Adult Education, Division of Vocational and Adult Education, State Department of Education. Adult Education in Connecticut: A Report on Programs funded Under PL 91-230, as amended 1981-82. Prepared by Jane Alonso.

11.9 Bilingual Education Program

These programs are authorized by Public Act 77-588 concerning bilingual education programs. Under these programs, eligible children are placed until the children attain a level of proficiency in English which is sufficient to assure equal educational opportunity in the regular school program. These programs include educational experiences to enable eligible children to become proficient in English, subject matter instruction in the dominant language of the eligible children, and opportunities for eligible children to participate with and learn from children of other linguistic and cultural backgrounds.

The purposes of the bilingual program and English as a Second Language program are different. While the latter is primarily to teach English proficiency to the LEP immigrants, the former is to teach various subjects both in English and the dominant language of the students while they learn English. Its primary objective is therefore to make sure that the LEP students do not fall behind in academic subjects.

As of November, 1981, the number of limited English proficient students in state-funded bilingual education programs was 9,493. Of this, 8,595 or 90.5 percent were registered in Spanish-English bilingual programs. The remaining 9.5 percent enrollments were divided into: Portuguese, Laotian, Vietnamese, Cambodian, Polish, Italian, and Greek classes. (See Table 11-13)

According to the University of Bridgeport Survey, 21.1 percent of adult women and 16.2 percent of adult men reported that they participated in the bilingual and/or ESL programs. From this, we estimated the number of Hispanics participation in bilingual and/or ESL programs to be about 12,680. This

TABLE 11-13

Number of Limited English Proficient Students in State-Funded Bilingual Education Programs as of November 15, 1981.

District	Spanish	Loatian	Portuguese	Cambodian	Italian	Vietnamese	Greek	Polish	Total
Bridgeport	1,813	74	181	43					2,111
Danbury			42	23					65
Hartford	3,420	71	123		50	90	22		3,776
Manchester		29							29
Meriden	265								265
Naugatuck			80						80
New Britain	487							50	537
New Haven	1,156								1,156
New London	98								98
Norwalk	292								292
Stamford	278								278
Waterbury	430		20						450
Willimantic	356								356
TOTALS	8,595	174	446	66	50	90	22	50	9,493

Angie Soler Galiano
December 1, 1981

estimate is very close to the combined total of 12,619 participants in these programs by the State agencies. (4,024 ESL + 8,595 bilingual education).

11.10 Bilingual Vocational Training Programs

The Division of Vocational-Technical Schools (DVTS) of the Connecticut State Department of Education has been providing Bilingual Vocational Training Programs at its Regional Vocational-Technical Schools since 1980. These programs teach the job entry trade and related education skills bilingually. Students also receive job-specific English. In 1980, the first Bilingual Vocational Training Program was initiated at Bridgeport with 27 students in the Machine Shop and Nurse Aide trade areas. As of FY83, the program grew to 221 enrollments and was offered at Bridgeport, Hartford, Meriden, New Britain Waterbury, Willimantic and Danbury. The program is still very small in size. The details of the program enrollments are shown in Table 11-14.

TABLE 11-14
BILINGUAL VOCATIONAL PROGRAM ENROLLMENTS
CONNECTICUT, 1980 - 1983

	FY80	FY81	FY82	FY83
BRIDGEPORT				
Machine Shop	12	10	12	-
Clerical	-	15	-	-
Nurse Aide	15	0	8	32
Building/Home Maintenance/Repair	-	-	-	11
Food Services	-	-	-	20
Basic Tech. Drawing	-	-	15	25
Total	27	25	35	88
HARTFORD				
Pre-Vocational/Allied Health	-	-	15	25
Gas and Oil Heat	-	15	-	-
Clerical	-	15	-	-
MERIDEN				
Electronic Assembly	-	-	-	16
Machine Shop	-	12	12	-
Building/Home Maintenance/Repair	-	12	-	-
NEW BRITAIN				
Food Services	-	-	18	17
Nurse Aide	-	-	30	48
Displaced Homemaker				
WATERBURY				
Nurse Aide	-	-	-	16
Machine Shop	-	30	-	-
WILLIMANTIC				
Mental Retardation Aide I	-	-	-	20
DANBURY				
Nurse Aide	-	-	-	16
TOTAL	27	109	110	221

Source: Connecticut State Department of Education, Division of Vocational-Technical Schools

11.11 CETA Programs

The centerpiece of federal manpower programs is the Comprehensive Employment and Training Act (CETA) of 1973. Under this Act, public funds are allocated to prime sponsors. In Connecticut, there are six such prime sponsors, one in each of the five areas including Bridgeport, Hartford, New Haven, Stamford, Waterbury, and the "Balance of the State."

There are several titles under CETA. Title I concerns the public service employment programs. Title II programs under the 1983 legislation were intended to provide unemployed and underemployed persons residing in areas of substantial unemployment with public service job opportunities.

Funding the CETA system was reauthorized in the 1978 Amendments, which rearranged the Titles of the Act. Title IIB, IIC, and IID of the Act, respectively, provide funding for comprehensive employment and training services for the disadvantaged, for upgrading programs, and for structural Public Service Employment (PSE) programs. Title III is for programs that provide training for the handicapped, older workers, American Indians, and migrant workers. Title IV authorizes funding for youth programs, including the Summer Youth Employment Program (SYEP) and Youth Employment and Training Program (YETP). Title VI is a temporary program to provide additional PSE slots for countercyclical purposes. Title VII deals with the on-the-job-training programs and created Private Industry Councils (PIC's). The Private Sector Initiatives Program (PSIP) is authorized under Title VII.

Delivery records of CETA employment and training services by Connecticut's six prime sponsors are summarized in Table II-15. Although complete data are not available, the data show that Hispanic participation in the CETA programs has been on the average 20 percent for the four major prime sponsors including Bridgeport, Hartford, Waterbury, and the Balance of State.

Table 11-15

CETA PROGRAM ENROLLMENTS

10/1/81 - 9/30/82

CETA	Bridgeport			Hartford			Waterbury			Balance of State		
Programs	Total	Hisp.	%	Total	Hisp.	%	Total	Hisp.	%	Total	Hisp.	%
11 B,C	1,211	307	25.4	1,450	435	30.0	528	102	19.3	4,257	488	11.5
VI	-	-	-	132	65	49.2	-	-	-	-	-	-
VII	65	11	16.9	158	44	27.8	-	-	-	-	-	-
SYEP	1,525	447	29.3	2,185	604	27.6	643	131	20.4	4,742	601	12.7
YETP	73	21	28.8	574	146	25.4	-	-	-	1,123	92	8.2
Summer'82	1,347	418	31.0	-	-	-	-	-	-	-	-	-
Voc Ed	-	-	-	715	204	28.5	-	-	-	-	-	-
PSIP	-	-	-	-	-	-	-	-	-	492	42	8.5
Total	4,221	1,204	28.5	5,214	1,498	28.7	1,171	233	19.9	10,614	1,223	11.5

Sources: CETA Prime Sponsors

11.12 Vocational Rehabilitation Services

The Division of Vocational Rehabilitation of the State Department of Education offers training and other services necessary to assist persons with disabilities to prepare for, obtain, and maintain employment. Services are offered through many district offices located in Bridgeport, Hartford, New Haven, Norwich, and Waterbury.

As of July, 1983, 248 Spanish-speaking clients were in various stages of the rehabilitation process. (65 in Bridgeport, 98 in Hartford, 33 in New Haven, 1 in Norwich, and 51 in Waterbury).

TABLE 11-16

NUMBER OF HISPANIC PERSONS UNDER
VOCATIONAL REHABILITATION
1983

DISTRICT	Bilingual Clients	Spanish-Speaking Clients
Bridgeport	112	65
Hartford	40	98
New Haven	111	33
Norwich	13	1
Waterbury	32	51
TOTAL	308	248

Source: Connecticut State Department of Education, Division of Vocational Rehabilitation

11.13 Summary

In Connecticut, there are a variety of vocational training and adult programs. These are offered through Regional Vocational Technical Schools (RVTSs), Local Education Agencies (LEAs), postsecondary institutions (colleges and universities), proprietary schools, Comprehensive Employment & Training Act (CETA) Prime Sponsors (CETA is replaced by Job Training Partnership Act of 1983, JTPA), employers and unions (on-the-job training), and apprenticeship programs. There are also a number of special programs for special needs groups such as persons with limited English proficiency, those who are handicapped, and those without high school credentials.

The enrollment level by Hispanics among the various programs is summarized in Table 11-17. Note that there are essentially two types of programs. The first type is the traditional or regular program which is open to not only special needs groups, but also to the general population. Hispanics must therefore compete with others to be accepted into these programs. Facilities are limited, tuition is usually charged, entrance requirements are rigid, and program requirements are highly structured. There is also a long-term commitment to complete a program which eventually leads to a diploma. In these programs, Hispanics are minimally represented.

The second type of program is the one which is especially designed for the "special needs groups." In these programs, Hispanics are heavily represented. However, enrollments in some of these programs appear to be small relative to the size of the special needs groups to be served. For example, it is estimated that there are 10,700 Hispanic males and 7,200 females who completed an elementary but not a high school education. From these groups, only 456 males and 293 females enrolled in the high school equivalency programs. The Hispanic population has been growing at a rate of over 5,000 persons per year in Connecticut since 1970. This implies that the number who did not graduate from high school

TABLE 11-17

ENROLLMENT LEVEL OF HISPANICS
in
VARIOUS EDUCATIONAL AND VOCATIONAL PROGRAMS
CONNECTICUT, 1983

Programs	No. of Hisp Enrolled	% of Hisp. to total Enrollment
I TRADITIONAL TRAINING PROGRAMS		
RVTS Secondary Programs[1]	690	5.6%
RVTS Adult Programs[2]	251	3.2%
LEAs Secondary Programs[3] (11th & 12th Grades)		
Male	5,451	6.5%
Female	6,438	6.1%
Higher Education		
Public Institutions[4]	2,084	2.1%
Independent Institutions[4]	1,025	1.7%
Proprietary Schools[5]	343	NA
State Registered Apprenticeship Program[6]	220	3.7%
II PROGRAMS FOR SPECIAL NEEDS GROUPS		
Non-Vocational Adult Education (Total)[7]	5,628	22.0%
Elementary Basic Skills- Male	485	13.9%
Female	370	11.7%
High School Equivalency- Male	456	13.0%
Female	293	8.6%
ESL(English for LEP) - Male	1,814	41.3%
Female	2,210	46.8%
Bilingual Education Program[8]	8,595	90.5%
Bilingual Vocational Training Program[9]	218	98.6%
CETA Vocational Rehabilitation Services[10]	4,158*	19.5%*

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*Do not include all CETA enrollees

Sources: See the tables cited below:
[1] Table 11-1; [2] Table 11-3; [3] Table 11-5(a); [4] Table 11-6; [5] Table 6-1(B);
[6] Table 11-8; [7] See Sections 11 (a),(b),&(d); [8] Table 11-13; [9] Table 11-14;
[10] Table 11-15.

is also growing. It appears that the current enrollment size for the high school equivalency program is too small. Similarly, with an enrollment of 218 for the Fiscal Year 1983, the Bilingual Vocational Training Program is small compared to the number who are unemployed, underemployed, and limited in English proficiency.

PART IV

POLICY IMPLICATIONS

CHAPTER 12

POLICY IMPLICATIONS

Major Tasks

The employment and training needs assessment for the Hispanic population in Connecticut leads to several clearly defined tasks.

They are:

1. Opportunities for adult education and skills training must be greatly expanded.
2. High school dropout rates among the Hispanic youth, especially among females, must be drastically reduced.
3. English proficiency among the Hispanic population must be greatly improved.
4. Equal access to the traditional educational and training facilities and programs, especially for the regional vocational-technical schools, colleges and universities should be maintained for the Hispanic population.
5. Comprehensive support services should be made available to the special needs groups whose needs are multi-dimensional.

Since a major part of the problems facing Hispanics is the lack of opportunities due to poverty (poverty acts both as cause and effect), if no effort is made to alleviate poverty, any attempt to solve these tasks lead to mounting frustration.

In order to increase the high school completion rates and enhance the competitiveness of Hispanics in the labor market, public school officials, human service agencies, Hispanic community organizations and local business and industry must work together to address the educational and training needs of the Hispanic population in Connecticut. It will only be when the public and private sectors unite to make the advancement of Hispanics a priority issue that they will begin to enter the economic mainstream.

Suggested Strategies*

1. A state advisory committee representing the Hispanic community,state and local educators, business and industry should be established. This committee can be charged with establishing goals and objectives which will meet the employment needs of Hispanics and so advise the Committee to revise the 1984-89 Master Plan for Career and Vocational Education in Connecticut.

2. Local boards of education and the Private Industry Councils in the Service Delivery Areas established under the Jobs Training Partnership Act should coordinate efforts to expand vocational training opportunities for Hispanics.

3. A special effort should be made to inform the Hispanic population about educational training programs and support services available to them.

4. Recruitment by the state's regional vocational-technical schools of Hispanic students to ninth grade and adult programs should be continued and expanded.

5. Information should be made available to the Hispanic community about financial aid and support services available at the college level. Support services should include child care, health care, transportation, prevocational mathematics, bilingual instruction and personal, career and job placement counseling.

6. Public school officials should involve the parents of Hispanic students in vocational and career counseling.

7. More on-site cooperative education and training opportunities should be provided as incentives to complete the high school program.

8. In order to reduce job-stereotyping and increase the career ladder opportunities for Hispanics, emphasis should be placed on nontraditional job exploration programs for both in-school and out-of-school Hispanics.

9. In order to expand their training opportunities, Hispanics should be encouraged to participate in regional vocational program offerings such as interschool district programs, vocational agricultural programs, and vocational-technical school shared-time programs.

10. A sliding tuition payment scale for individuals unable to afford standard tuition fees should be considered by the State Board of Education for the vocational-technical school adult programs and by the Board of Governors for Higher Education for programs at the community and state technical colleges.

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*This section benefitted from the results of the Hispanic Community Leaders Survey conducted in June, 1983. The survey polled selected Hispanic community leaders throughout the state with an open-ended questionnaire asking for their suggestions to improve the employment and training opportunities of Hispanics.

11. Bilingual head start programs in combination with day care programs should be encouraged.

12. Bilingual instructors and counselors should participate in the recruitment of Hispanics to training programs at all levels.

13. Greatly expanded scheduling of Adult Basic Education (ABE), General Education Development (GED, high school equivalency exam), English as-a-Second Language (ESL) and bilingual adult programs should be encouraged.

14. In order to teach LEP adults more effectively, pre- and in-service training programs for teachers should be developed.

15. The number of GED programs which offer vocational training for adults should be expanded and bilingual training opportunities be made available where the need exists.

16. Local education agencies should be encouraged to develop procedures which will identify potential high school dropouts.

17. Human services and educational agencies should address the problem of migrant youth and work together to ensure and encourage their enrollment in education and training programs.

18. Wherever possible, Hispanic peers and volunteers should be utilized as tutors to students with limited English proficiency.

19. Hispanic role models should be used in career exploration and vocational counseling programs.

20. School districts with large numbers of Hispanic students should be encouraged to employ more Hispanic teachers and counselors (especially Puerto Ricans).

21. A special effort should be made to address the education and training needs of young Hispanic parents and unwed mothers.

22. In order to encourage a more positive self image, courses or units in Hispanic history and culture should be offered.

23. Greatly expanded bilingual vocational training and vocational ESL programs should be encouraged.

24. Conversion of excess school capacity in the inner cities (i.e.,excess facilities and faculty) into institutionalized adult education and vocational-training facilities should be explored.

APPENDIX

Appendix A: Sampling Methodology

Appendix B: Characteristics of Jobseekers Registered With the Connecticut State Job Service, March, 1983

Appendix C: Total and Veteran Job Applicants by Labor Market Area, March,1983

Appendix D: Distribution of Minority Students in Connecticut by School District October 1, 1981

Appendix E: Glossary

APPENDIX A: SAMPLING METHODOLOGY

Since the purpose of the survey was to collect data which could be used to make generalizations about the universe, it was important to select a sampling procedure which could provide a representative sample of the universe and for which an estimate could be made of the error or bias resulting from the sampling procedure.

A second consideration concerned the size of the sample.Considerations here centered on the degree of sampling error acceptable, but were also associated with the degree of detail needed in the analysis of the data. Generally, the larger the sample size, the smaller the sampling error and the broader the scope of detail possible if all other things are equal. On the other hand,the larger the size of the sample, the higher the costs of the survey. Thus,the actual strategy must be a compromise.

It should be noted that no sample is ever completely representative of the total universe from which it is drawn. There is a point of diminishing returns where additions to the size of the sample will not appreciably increase the representativeness of the results.

In any sample survey, there are two major classes of error,those which result from the sampling methods used and those which are related to the actual interviewing stage of the survey. There are also errors resulting from responses from recalling past events, answering questions for other members of the family, and the respondents' biases. A large number of refusals or no responses also creates problems.

Since one of the survey requirements was to provide separate reliable statistics for out-of-school youth and adult men and women,the sample size should not be less than 300, assuming at least 100 target individuals would be interviewed in each group. Recognizing the inevitability of some problematic observations and further breakdowns of three target groups into subgroups, e.g., male and female out-of-school youth, in-school youth, etc., a goal of 500 sample size was determined.

The adopted sampling method is basically stratified area sampling. To draw a stratified area sample, the following procedures were taken:

1. First, the decision was made to select samples from seven major cities of the state. These cities were Bridgeport, Hartford, New Haven, Meriden, Stamford, Norwalk, and Waterbury. These cities contained nearly 70 percent of the total Hispanic population in Connecticut according to the 1980 U.S. Census.

2. Each sample city was divided into three subareas called the Core, Ring, and Fringe. The Core area consists of census tracts with 20 percent or more of its total population Hispanic; The Ring area consists of census tracts where Hispanic residents constitute between 10 and 19.9 percent of the Tract's total population; and the Fringe area where the Hispanic percentage is less than 10 percent. Figures A-1 through A-7 show the boundaries of these Core, Ring, and Fringe areas in each sample city.

3. The total population and housing units in each subarea of the sample cities was tabulated.

4. The 500 sample household size was allocated in proportion to the number of housing units in each subarea of the cities to be surveyed.

5. All city blocks in each Core, Ring, and Fringe area was listed; they were then numbered and sample blocks to be surveyed were selected using random numbers.

6. With a block map, interviewers knocked at every door in the block to find Hispanic households. This was done in the Core and Ring areas. In the Fringe areas where the chances of finding Hispanics were very low, City Directories were used to identify Hispanic households.

Questionnaires were prepared in both English and Spanish so that the bilingual interviewers could apply either the English or Spanish version at the pleasure of the respondents. A pair of interviewers visited the sample household. One recorded while the other questioned. This improved the accuracy of recording as well as speed.

The completed questionnaires were reviewed by a supervisor for completeness. They were then coded and input into a data tape.

In this way, 500 sample households were interviewed. The stratification of sample selections by the Core, Ring, and Fringe was done, recognizing that the characteristics of Hispanics living in these three subareas of cities are significantly different from each other. In general, Hispanics living away from the CBD area, i.e., Fringe and Ring areas, have lesser employment and training needs than those residing in the Core areas. These aspects were well documented in our earlier study of Spanish-speaking manpower in the City of Bridgeport in 1975. In this way, our samples assured a wide representation of the Hispanic population in interviews.

We must recognize, however, that our samples did not include Hispanics who live in the suburban towns or rural areas. In general, Hispanics living in these areas were thought to have lesser employment and training needs. Our data thus is biased toward the urban Hispanics.

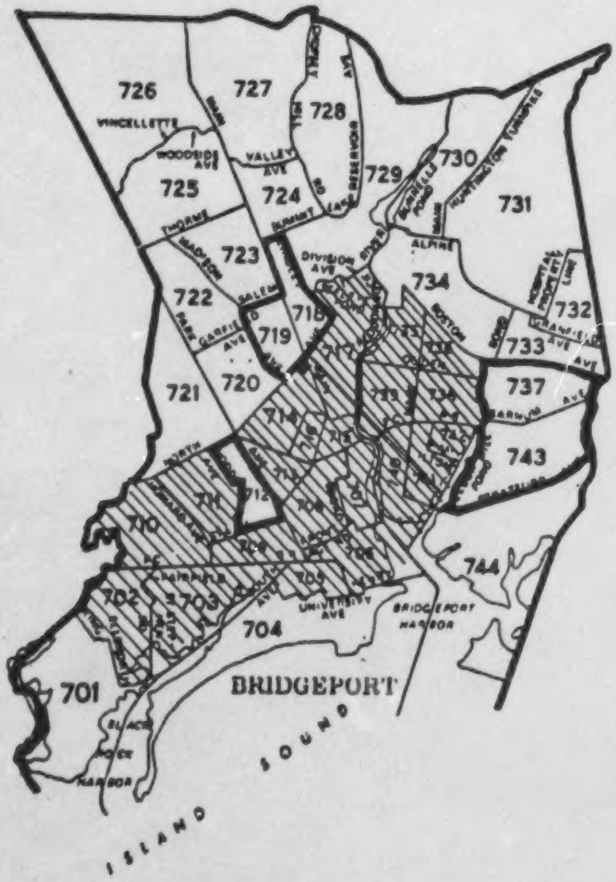
BRIDGEPORT CENTSUS TRACTS,1980

PERCENT OF HISPANICS TO
TOTAL POPULATION IN EACH TRACT

▨ CORE - 20% or More

◇ RING - 10% - 19%

☐ FRINGE- Less than 10%



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731
VINCELLETTE
WOODSIDE AVE
VALLEY AVE
725
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737
743
744
DIVISION AVE
ALPINE
BOSTON
SALEM
GARFIELD AVE
PARK
MADISON
SUMMIT
NORTH
BARNUM AVE
UNIVERSITY AVE
BRIDGEPORT HARBOR
BLACK ROCK HARBOR
BRIDGEPORT
ISLAND SOUND

Prepared by The Urban Management Institute
University of Bridgeport, Bridgeport, CT.

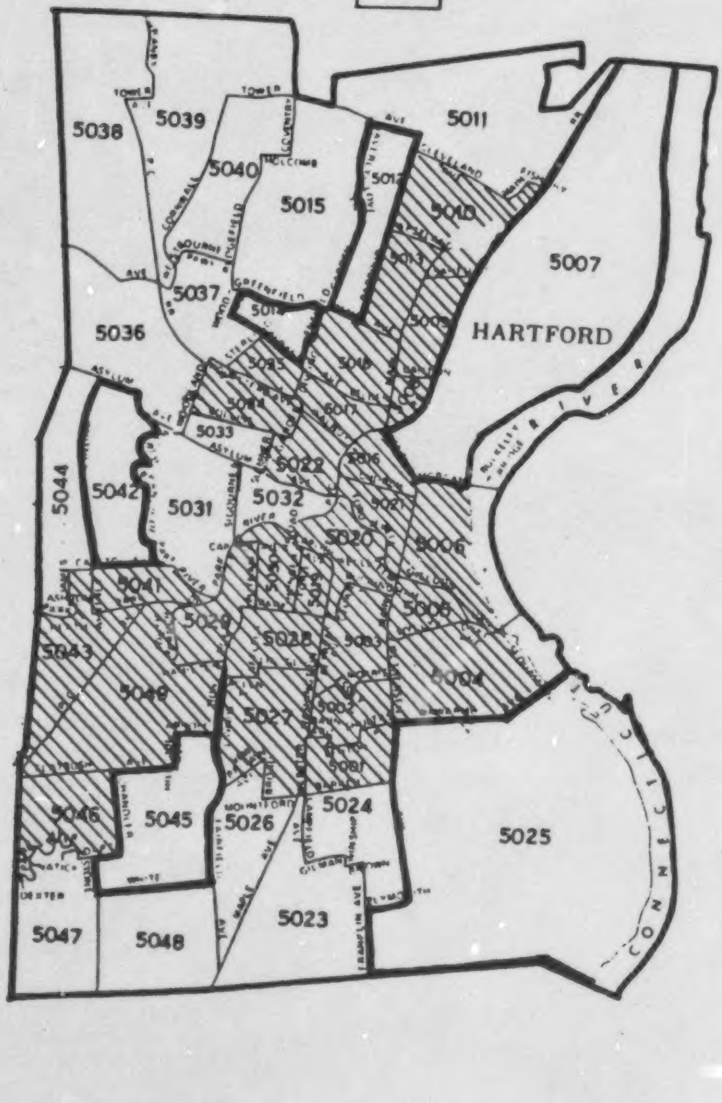
HARTFORD CENSUS TRACTS, 1980

PERCENT OF HISPANICS TO
TOTAL POPULATION IN EACH TRACT

▨ CORE - 20% or More

RING - 10% - 19%

☐ FRINGE- Less than 10%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HARTFORD
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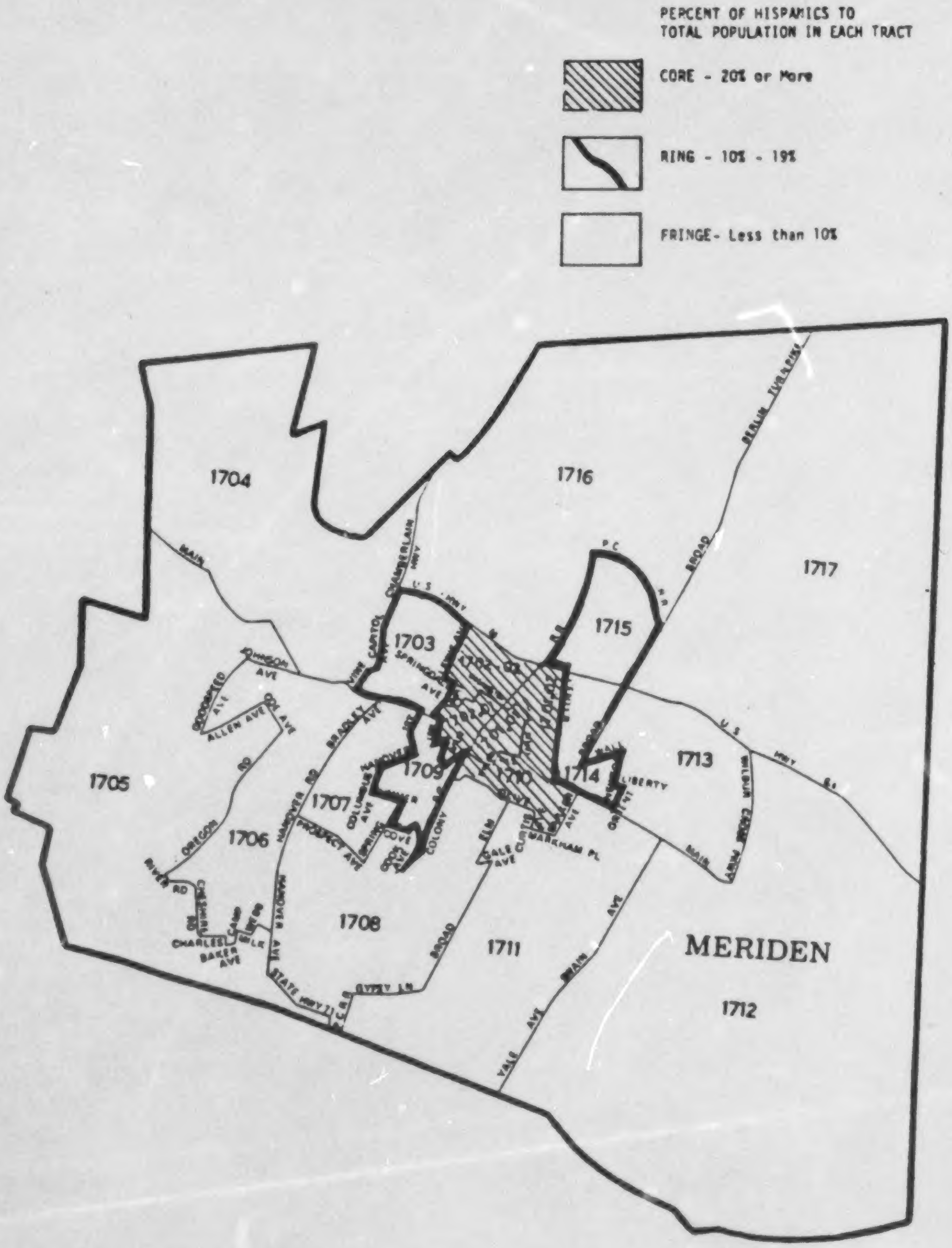
RIVER
CONNECTICUT

MERIDEN CENSUS TRACTS, 1980


PERCENT OF HISPANICS TO TOTAL POPULATION IN EACH TRACT
CORE - 20% or More
RING - 10% - 19%
FRINGE- Less than 10%
MERIDEN
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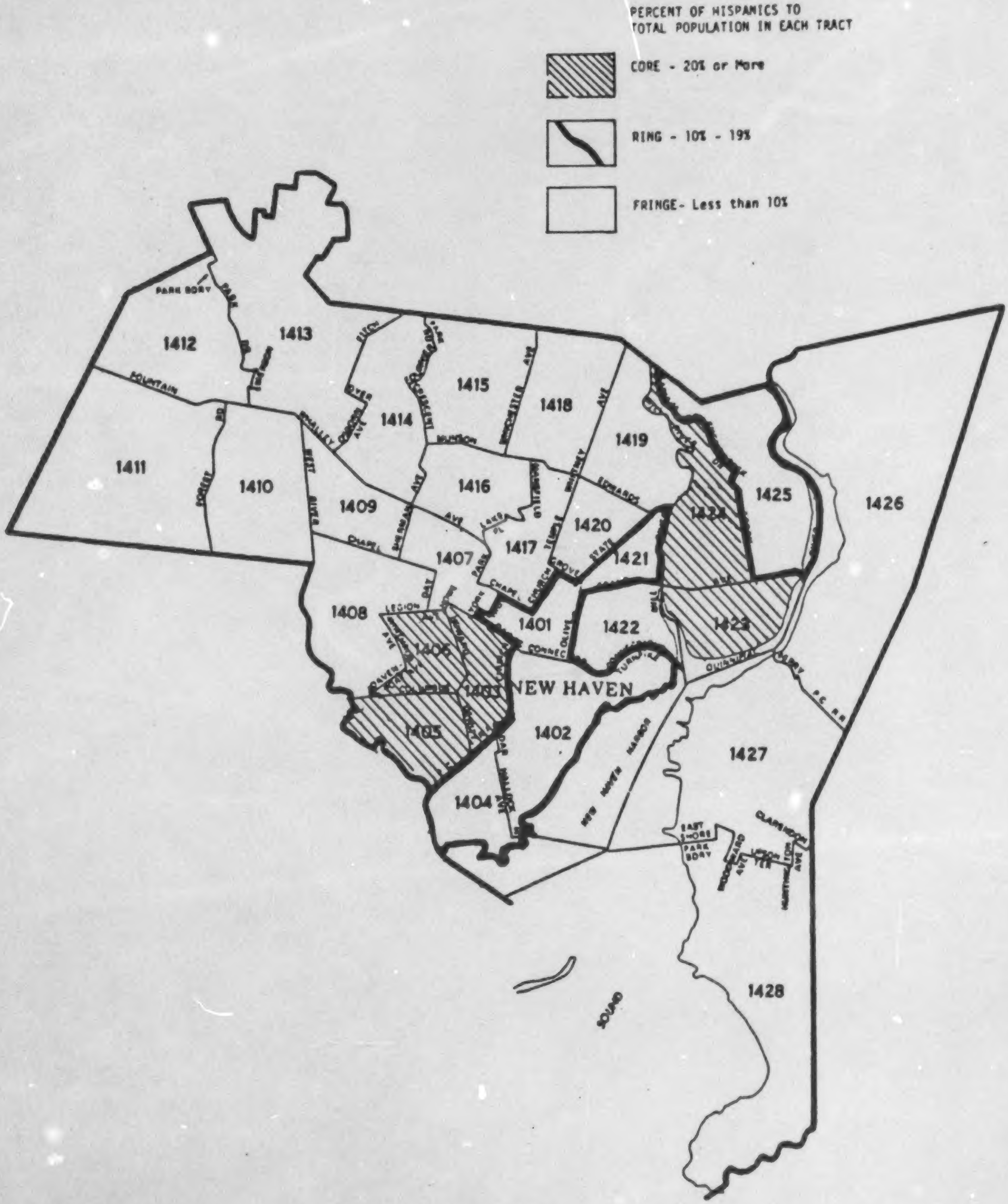
MAIN
BROAD
BERLIN TURNPIKE
CHAMBERLAIN HWY
U.S. HWY
VINE
CAPITOL
SPRING
JOHNSON AVE
ALLEN AVE
BRADLEY AVE
HANOVER RD
HANOVER AVE
PROSPECT AVE
COLUMBUS AVE
COLONY
OREGON RD
RIVER RD
CHARLES
BAKER AVE
STATE HWY
GYPSY LN
ELM
YALE AVE
CURTIS
MARKHAM PL
LIBERTY
WILBUR CROSS HWY
P.C.

NEW HAVEN CENSUS TRACTS, 1980


PERCENT OF HISPANICS TO
TOTAL POPULATION IN EACH TRACT
▨ CORE - 20% or More
RING - 10% - 19%
☐ FRINGE- Less than 10%
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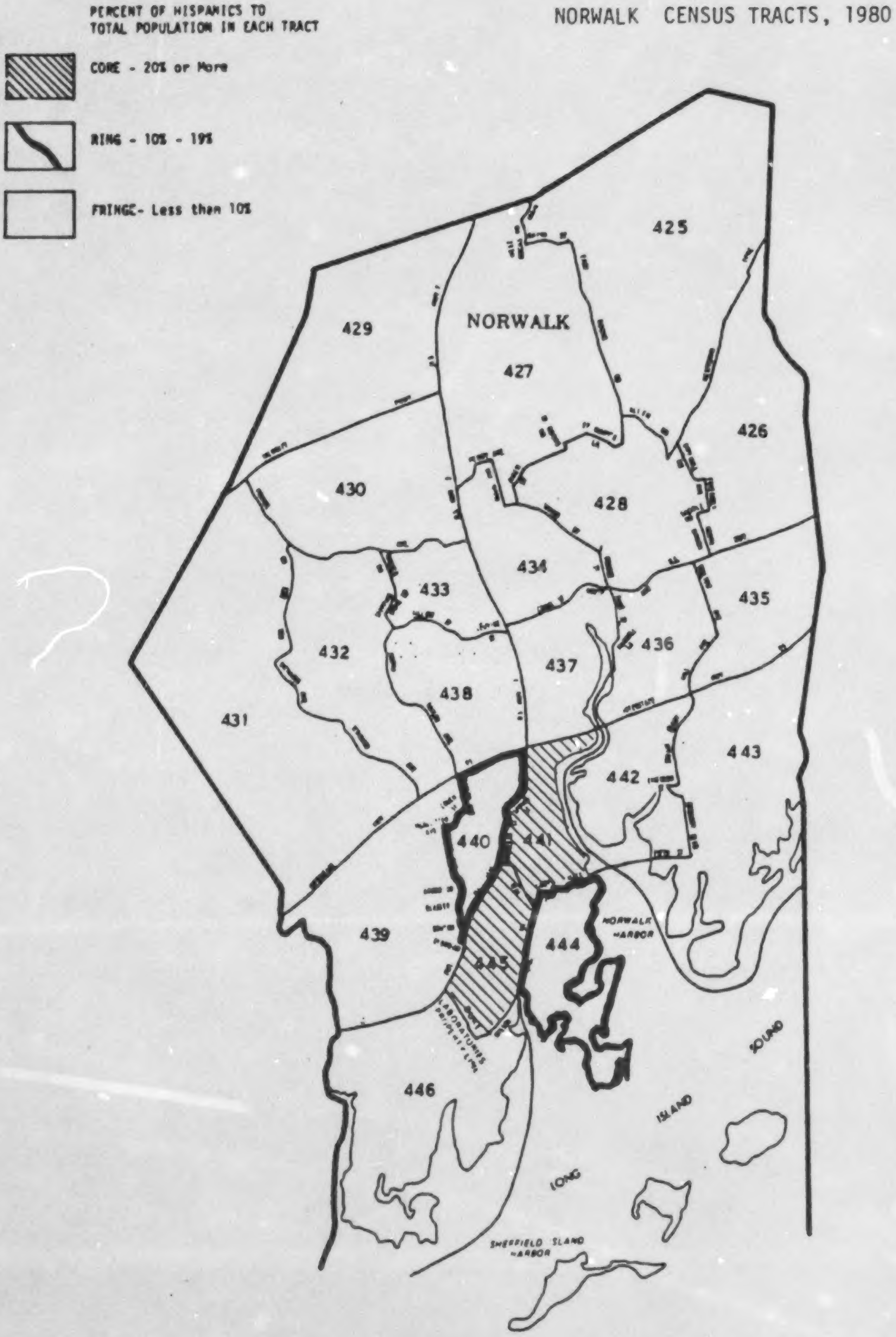
NEW HAVEN
PARK BDRY
FOUNTAIN
WHALLEY
CHAPEL
EDWARDS
STATE
GROVE
CHURCH
TEMPLE
WHITNEY AVE
PROSPECT
LEGION
CONNEC
OLIVE
TURNPIKE
QUINNIPIAC
NEW HAVEN HARBOR
SOUND
EAST SHORE PARK BDRY
CLAPSHORE
WOODWARD AVE
LEIGH TER
HURTLEY ST
FORT
ROUTE
SOUTH
DIXWELL
BLAKE
HILL

NORWALK CENSUS TRACTS, 1980


PERCENT OF HISPANICS TO
TOTAL POPULATION IN EACH TRACT
▨ CORE - 20% or More
RING - 10% - 19%
FRINGE- Less than 10%
NORWALK
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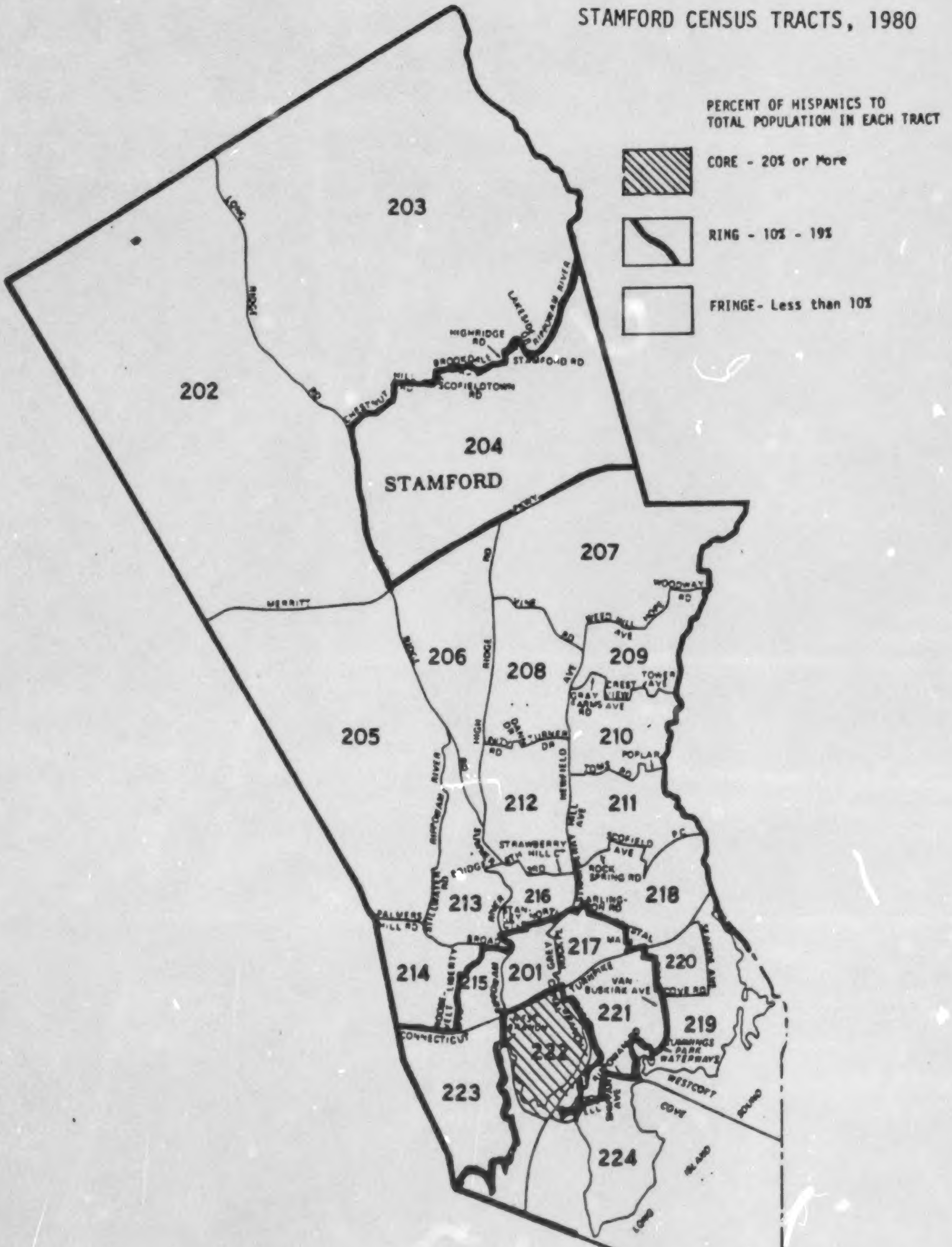
NORWALK HARBOR
LONG ISLAND SOUND
SHEFFIELD ISLAND HARBOR
LABORATORIES PROPERTY LINE



STAMFORD CENSUS TRACTS, 1980

PERCENT OF HISPANICS TO TOTAL POPULATION IN EACH TRACT
▨ CORE - 20% or More
RING - 10% - 19%
FRINGE- Less than 10%
STAMFORD
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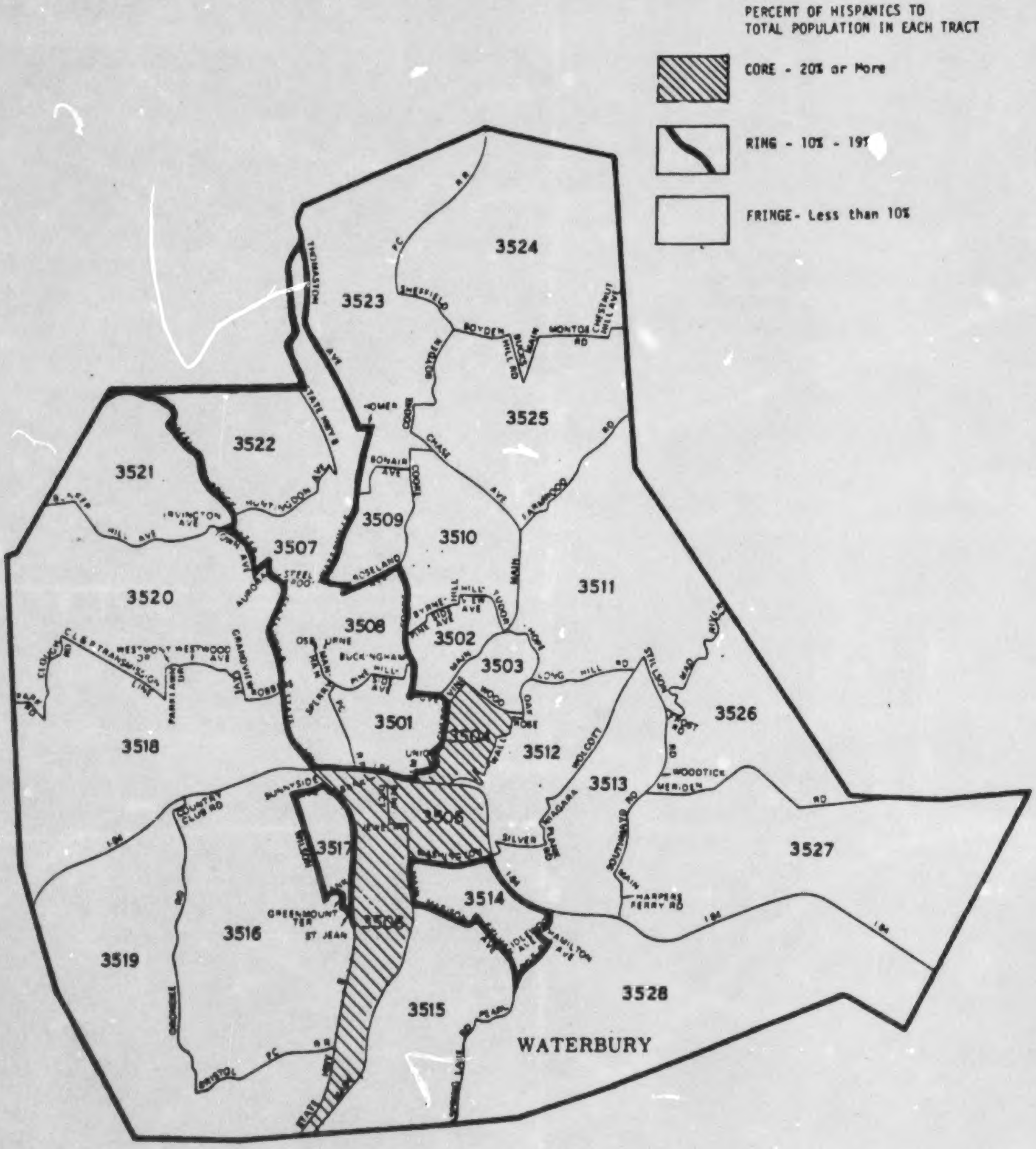
LONG RIDGE RD
HIGHRIDGE RD
LAKESIDE
RIPPOWAM RIVER
BROOKDALE
STAMFORD RD
CHESTNUT HILL RD
SCOFIELDTOWN RD
MERRITT
PKWY
WOODWAY RD
WEED HILL AVE
TOWER AVE
CREST VIEW
GRAY FARMS AVE
TURNER DR
POPLAR
TOWNE RD
NEWFIELD AVE
HIGH RIDGE RD
RIPPOWAM RIVER
STRAWBERRY HILL
SCOFIELD AVE
ROCK SPRING RD
PALMERS HILL RD
STILLWATER
LIBERTY
BROAD
TURNPIKE
VAN BUSKIRK AVE
COVE RD
CUMMINGS PARK WATERWAYS
WESTCOTT
CONNECTICUT
COVE
LONG ISLAND SOUND

WATERBURY CENSUS TRACTS, 1980


PERCENT OF HISPANICS TO TOTAL POPULATION IN EACH TRACT
CORE - 20% or More
RING - 10% - 19%
FRINGE- Less than 10%
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THOMASTON AVE
STATE HWY 8
SHEFFIELD
BOYDEN
HILL RD
MONTOE RD
CHESTNUT HILL AVE
HOMER
CHASE AVE
FARMWOOD RD
BONAIR AVE
HUNTINGDON AVE
IRVINGTON AVE
HILL AVE
ROSELAND
STEEL RD
MAIN
TUDOR
LONG HILL RD
STILLSON
BUCKINGHAM
PINE HILL
WESTMONT
WESTWOOD AVE
CL&P TRANSMISSION LINE
ROBBINS
COUNTRY CLUB RD
BUNNYSIDE
WOLCOTT
NIAGARA
WOODTICK
MERIDEN RD
SILVER
WASHINGTON
SOUTHMAYD RD
HARPERS FERRY RD
GREENMOUNT TER
ST JEAN
HAMILTON AVE
PEARL
BRISTOL
WATERBURY

URBAN MANAGEMENT INSTITUTE
University of Bridgeport
Bridgeport, Connecticut 06601

CITY: __ BRIDGEPORT, __HARTFORD, __MERIDEN, __NEW BRITAIN, __NEW HAVEN,
__ NORWALK, __STAMFORD, __WATERBURY

CENSUS TRACT NO.____ ____ BLOCK NO.__________ IDENTIFICATION NO.______

INTERVIEWER:______________________ DATE OF INTERVIEW_________ TIME______

CHECKED BY:______________________

SURVEY OF THE HISPANIC POPULATION IN CONNECTICUT

INTRODUCTION (PLEASE READ OUT LOUD)

> "The State of Connecticut Department of Education is interested in the development of employment and training programs for the Hispanic population in our State. The University of Bridgeport has been asked to conduct a survey of the Hispanic population to obtain information about training and employment needs."

IDENTIFICATION OF HISPANICS

Is there anyone in this household who considers himself/herself as:

___1. Spanish origin or descent*
___2. Spanish speaking (1st language)
___3. Hispanic origin or descent*
___7. Other Spanish-speaking nationality**
___4. Puerto Rican
___5. Cuban
___6. Mexican

(IF NONE OF THESE, TERMINATE THE INTERVIEW. OTHERWISE, READ THE FOLLOWING:)

In your household, are there any...

___1. who are between 16 and 21 years of age and not attending high school or a college? or
___2. An adult man or a women who is between 22 and 65 years of age?

If there are, may we interview him/her?

(IF ONE OF THE DESIRED INTERVIEWEES IS NOT AT HOME, ASK WHEN THE PERSON WILL BE HOME, AND MAKE AN APPOINTMENT FOR A LATER INTERVIEW.

WHEN THE DESIRED INTERVIEWEE COMES, READ AGAIN THE PURPOSE OF THE SURVEY AND SEEK HIS/HER COOPERATION IN ANSWERING THE QUESTIONS.)

* One or both parents are from Spanish-speaking nationality.
** Spain, the Spanish-speaking countries of Central and South America, those who claim to be Latino, Hispano, or Spanish-American.

Your cooperation in filling out this questionnaire will help us to better serve you. It will take about 30 minutes of your time and your answers will be strictly confidential.

PART 1

(ASK THE FOLLOWING QUESTIONS FOR EVERY MEMBER OF THE HOUSEHOLD TO THE RESPONDENT. RESPONDENT SHOULD BE: OUT-OF-SCHOOL YOUTH BETWEEN 16 and 21 YEARS OF AGE; ADULT WOMAN; or ADULT MAN.)

A. HOUSEHOLD CHARACTERISTICS

1 . How many members are there in your household or living at this address?

2 . Please tell me each member of the household. (e.g., father, mother, etc.)

3 . Please tell me any member of your immediate family who is not living at this address now.

4 . How old was each member of household on his/her last birthday?

5 . Please tell me who is attending school now.

6 . Who is the household head?

7 . Who is answering this questionnaire?

8 . To which ethnic group does each member of the household belong?

___1. Spanish American
___2. Spanish speaking
___3. Puerto Rican
___4. Cuban
___5. Mexican
___6. Other (Specify)______________
___7. Don't know
___8. No response

9 . Where was each member of the household born?

___1. Connecticut
___2. New York City
___3. Elswhere in U.S.
___4. Puerto Rico
___5. Cuba
___6. Dominican Republic
___7. Latin American (Write in)*__________
___8. Other (Write in)__ __________
___9. Don't know
___10. No response

10 . What is the marital status of each member of your Family?

___1. Married
___2. Widowed
___3. Divorced
___4. Separated
___5. Single
___6. Don't know
___7. No response

---

*Code for nationality

A-12

B. LANGUAGE

11. Does (e.m.f.) speak Spanish? (e.m.f.-each member of family)

___1. Very well
___2. Well
___3. Fair
___4. Poor
___5. Not at all

12. Does (e.m.f.) speak English?

___1. Very well
___2. Well
___3. Fair
___4. Poor
___5 Not at all

13. What Language did (e.m.f.) speak as a child?

___1. English
___2. Spanish
___3. Both
___4. Other

14. What is the primary language used at home?

___1. Only Spanish used
___2. Only English used
___3. Both Spanish and English are used equally
___4. Other

C. SEASONAL MIGRANT

15. Do you consider yourself as a seasonal migrant worker?

1.Yes------------ (Go to QUESTION 16) 2. No------(Go to QUESTION 19)

16. What month did you come to Connecticut to work and what month will you leave?

Month of arrival________________________
Month of departure________________________

17. When you are not in Connecticut, where do you live?________________________
(City, State, Country)

18. Do you as a migrant worker find any specific problems in educating your children?

(WRITE IN)

D. EDUCATION / TRAINING

19. For those who are attending school. Please identify the type of school (she/he) attending or training program (she/he) is receiving. (Refer to Qustion 5)

___1. No
___2. Public elementary
___3. Private elementary
___4. Public high school
___5. Private high school
___6. Regional Voc-Tech School
___7. 2-yr Community College
___8. 2-yr Technical College
___9. 4-yr College/University
___10. Business/Commercial School
___11. Company course/school
___12. Adult education
___13. Military specialist school
___14. Correspondence School or course
___15. Apprentice program
___16. CETA training program

20. If (he/she) is not attending school or not enrolled in any occupational training program now, what kind of school or occupational training program did he/she leave or graduate from?
(READ NAMES OF SCHOOLS, COLLEGES AND PROGRAMS)

___1. No
___2. Public elementary
___3. Private elementary
___4. Public high school
___5. Private high school
___6. Regional Voc-Tech School
___7. 2-yr Community College
___8. 2-yr Technical College
___9. 4-yr College/University
___10. Business/Commercial School
___11. Comapany course/school
___12. Adult education
___13. Military specialist school
___14. Correspondence School or course
___15. Apprentice program
___16. CETA training program

21. What is the occupational field (e.m.f.) was trained for (Not what they are doing now)
Like, Nurse, carpenter, salesperson, etc.

(WRITE IN:)________________________

22 . What skill level does(e.m.f.) have in the occupational field mentioned earlier?

___1. Entry level ___2.Mid-career level

___3. advanced level

23. What is the highest grade or year of school that (e.m.f.) has actually completed? Please give the completed grade and no just the last grade (e.m.f.) attended.

Elementary School	High School*	College**	Graduate School
___1. 1st grade	___7. 7th grade	___13. 1st yr.	___17. One year
___2. 2nd grade	___8. 8th grade	___14. 2nd yr.	___18. Two years
___3. 3rd grade	___9. 9th grade	___15. 3rd yr.	___19. 3 yrs.
___4. 4th grade	___10. 10th grade	___16. 4th yr.	___20. 4 yrs.
___5. 5th grade	___11. 11th grade		
___6. 6th grade	___12. 12th grade		

*Including Vocational-Technical Schools

**Including Community Colleges and Technical Colleges.

ADULT EDUCATION

___21. A.B.E.(8th Grade)

___22. G.E.D.(High Sch. Equivalency)

24. Where did (e.m.f.) attend (his/her) last year of school?

___1. U.S.
___2. Puerto Rico
___3. Cuba
___4. Mexico
___5. Dominican Republic
___6. Others (SEE NATIONALITY CODE ON PAGE 2)
___7. Connecticut

25. Do any of your family members have occupational license(s) which require State licensing examinations? (For example: license for hairdresser, teacher, architect, etc.)

WRITE IN:________________________________for e.m.f.

E . OUT-OF-SCHOOL YOUTH

FOR ONLY OUT-OF-SCHOOL YOUTH: 16-21 YEARS OLD (Those who are not in high school or in college.) IF THERE IS NO OUT-OF-SCHOOL YOUTH SKIP THIS SECTION, AND GO TO QUESTION 29.

FOR HIGH SCHOOL DROP OUT

26. Why did (he/she) quit or drop out of high school

___1. Poor grades
___2. Not interested in school
___3. Bad friends
___4. Needed job badly
___5. Other(Specify)____________________

27. What were the academic subject(s) which (he/she) had the most difficulty with in high school?

___1. None
___2. Math
___3. English Reading
___4. English Writing
___5. Other subjects (specify)

FOR COLLEGE NON-ENTRANTS

28. Please giveme the most relevant reason for you not going on to college.

___1. Lack of financial means
___2. Poor grades
___3. Not interested in studying
___4. Need job badly
___5. Other (Specify)______________________________

F. CARS

29. Who has a driver's license in your family?

(CHECK MARK)

30. How many cars does your family own?

(RECORD) No. of cars ________

A-14

G. HEALTH

31. Please tell me who has a disability, health or other illness that limits (his/her) employability?

___1. Yes ------ (CHECK AND GO TO QUESTION 32)
___2. None
___3. Don't know (GO TO QUESTION 34)

32. Please tell me the name or nature of the disability, health problem or illness.

(WRITE IN) ______________________; or

___1. Blind
___2. Deaf
___3. Mentally retarded

33. As far as you know, is it temporary or permanent?

___1. Temporary
___2. Permanent
___3. Don't know

H. MIGRATION PATTERNS

34. For those who were born outside the Mainland, U.S.A., what year did (e.m.f.) first come to the Mainland, U.S.A. to live? (not just for a visit.)

35. What year did (e.m.f.) come to the city you are now living? (Hartford, Bridgeport. etc.)

36. Where did (e.m.f.) live just before moving to the city you are now living in?

___1. Elsewhere in Conn.
___2. New York City
___3. Elswhere in U.S.
___4. Puerto Rico
___5. Cuba
___6. Mexico
___7. Latin America (write in)
___8. Other (write in)
___9. Don't know
___10. Not applicable

37. Why did you move to ____this city____?

___1. To work on a job already obtained
___2. To look for a job
___3. Someone said ____(Hartford,etc.)____ was a good place to look for work.
___4. To join family members
___5. Came with family members
___6. Refugee
___7. Other (specify)______________________
___8. Don't know
___9. Not applicable

38. How long has each member of the household lived at this address?

(Write in:__________years and __________month(s).

39. How many times have you (your family) moved in the last five years?

(Write in:______________times during the last five years.

40. Do you intend to stay in the mainland U.S.A. permanently or some day go back where you came from? (not just for a visit but for good)

___1. Stay in U.S.A. permanently
___2. Eventually go back
___3. Don't know

I. EMPLOYMENT

41. What is the employment status of (e.m.f.)? Are they:

___1. Working full time? (Working 35 hours or more per week.)
___2. Working part-time? (Working less than 35 hours per week.
___3. Unemployed and looking for a job?
___4. Not working and not looking for a job?
___5. In military service?
___6. In school?

42. Please tell me who has more than one job.
(CHECK) -

43. If he/she is working, please describe the nature of business of their employer...like department store, school, hospital, firm manufacturing shoes, restaurant, etc.

(WRITE IN) for e.m.f. ______________________________

44. What type of work does(e.m.f.) do in his/her job? Give the title like auto mechanic, carpenter, salesman, lab technician, cook, etc.

(WRITE) IN for e.m.f. ______________________________

45. If (he/she) is out of work or not working now, how long are they unemployed?

(WRITE IN) for every unemployed members of family __________ years ____ months.

****

REFER TO QUESTION 41. IF THE RESPONDANT IS:

EMPLOYED --------------------------------GO TO QUESTION 46
UNEMPLOYED ------------------------------GO TO QUESTION 63
NOT WORKING AND NOT LOOKING FOR A JOB ----GO TO QUESTION 82
IN SCHOOL OR MILITARY SERVICE ------------GO TO QUESTION 90

****

PART II

INTERVIEWER: PLEASE CHECK THAT THE RESPONDENT IS

___1. OUT-OF-SCHOOL YOUTH ___2. ADULT MAN ___3. WOMEN

J. THOSE WHO ARE WORKING FULL-TIME

46. From the earlier answer, I understand that your employer's business is: (REFER TO QUESTION 43) __________ __________ . Is this correct?
(Correct the earlier answer if necessary)

(WRITE IN) ______________________________

47. What type of business is it?

___1. Self-employed
___2. Private business
___3. Government
___4. Non-profit organization
___5. Other (specify) ____________________
___6. Don't know

48. Your occupation is given as (READ THE EARLIER ANSWER, Refer to Question 44) in the earlier answer. Does this work require the occupational skills you are trained for?

___1. Same as what I studied or trained for. } GO TO QUESTION 50
___2. Highly related but not exactly the same. }
___3. Only slightly related. } ----------------GO TO QUESTION 49
___4. Completely unrelated. }

49. Why didn't or couldn't you get the job in the field you studied or trained for?

___1. Tried, but couldn't find job. (no job opening available in the trained fie
___2. Couldn't get into apprentice program.
___3. Better type job came along.
___4. Didn't want the type of work I was trained for.
___5. Other (specify)
____
___6. Don't remember.

50. In getting the present job, where did you check? (CHECK AS MANY AS APPLICABLE)

___1. State Employment Service
___2. Directly to employer.
___3. Friends or relatives.
___4. Newspaper ads
___5. Private employment agency
___6. Community organizations
___7. School or college placement service
___8. CETA
___9. Community Action Agency,
___10. Anti-Poverty Agency
___11. Other (Specify) ______________________________
___12. Don't remember

51. In getting the present job, among the methods you tried, which one was successful or led to your present job? (CHECK ONLY ONE)

___1. State Employment Service
___2. Directly to employer
___3. Friends or relatives
___4. Newspaper ads
___5. Private employment agency
___6. Community organizations
___7. School or college placement service
___8. CETA
___9. Community Action Agency
___10. Anti-Poverty Agency
___11. Other (Specify) ______________________________
___12. Don't remember

52. How many months did it take you to find the present job?

___1. Less than a month.
___2 (RECORD) ____________ month(s).
___3. Don't recall...but approximately ________ month(s).

53. For you, what was the most difficult obstacle in getting the present or any other job you have held? (CHOOSE ONE)

___1. No obstacles (GO TO QUESTION 55)
___2. English language
___3. Health, Disability
___4. Child care
___5. Lack of training or skill
___6. No elementary school education
___7. Lack of high school diploma
___8. Lack of college deiplome
___9. Lack of transportation
___10. Lack of placement counseling
___11. Discrimination-Too old
___12. Age discrimination-Too young
___13. No previous work experience
___14. Others: (Specify)

54. How were you able to overcome the difficulty you cited?

(WRITE IN. IF NECESSARY PROBE)

55. How long (years and months) have you been with your present employer? Or Since when have you been with your present employer?

(RECORD) ________ years and ________ months

Since ________ month / ________ year.

56. On the whole, how satisfied are you with the present job?

___1. Highly satisfied (like most things) }
___2. Fairly satisfied (some dislikes) } GO TO QUESTION 58
___3. Dissatisfied (many dislikes) }
___4. Highly dissatisfied (disliked most things) } GO TO QUESTION 57

57. Why are you not satisfied with the present job?

___1. Wages too low
___2. Not enough hours (part-time)
___3. Wrong hours (working at night)
___4. Wrong occupation
___5. No future in it or no promotion opportunity.
___6. Poor working conditions
___7. Work is hazardous to health and unsafe
___8. Other (specify) ______________________________

58. What is your gross income (before deductions) on the present job?

(RECORD) If on hourly rate : $__________ per hour.
If on salary: $__________ per week, or
$__________ per month, or
$__________ per year.

(Only to those who came from an other Country)

59. Before you came to U.S. Mainland, what was your occupation in your old country?

___1. Unemployed
___2. WRITE IN: ____________________________

60. What mode of transportation do you use to get to work?
___1. Car ___2. bus ___3. Car pool ___4. van pool ___5. Walk ___6. Train
___7. Other (explain) ____________________

61. How long does it take for you to get to work? (one way)

____________________ minutes

62. Have you looked for another job in the last four weeks?

___1. Yes GO TO QUESTION 75
___2. No GO TO QUESTION 90

K. UNEMPLOYED AND LOOKING FOR A JOB

From the earlier answer, I understand that you are presently unemployed and looking for a job...

63. Was your last job in the U.S. Mainland?

___1. Yes
___2. No

64. How many months ago did you leave your last job?

(ENTER) __________ YEARS and __________ MONTHS ago.

65. Why did you leave your last job? What was the reason for leaving your last job?

___1. Laid off for lack of work
___2. Laid off for other reason (specify) ____________________
___3. Quit to go to school
___4. Quit for retirement
___5. Quit because of ill health
___6. Quit because of unsatisfactory work arrangements (hours, pay, etc.)
___7. Seasonal job completed
___8. Temporary non-seasonal job completed
___9. Quit to come to U.S. Mainland
___10. Quit to move with spouse or family.

66. Please describe the nature of business of your last employer? Like hospital, restaurant, school, building houses, manufacturing shoes, firm building houses, etc.

(WRITE IN) ____________________________

67. What type of business was it?

___1. Self-employed?
___2. Private business
___3. Government
___4. Non-profit organization
___5. Other (specify)
___6. Don't remember

68. What type of work did you do in your last job? Like auto mechanic, salesmen, lab technician, teacher, etc.

(WRITE IN) ____________________________

69 . Did this work require the occupational skills you were trained for?

___1. Same as what I studied or trained for. }
___2. Highly related but not exactly the same. } GO TO QUESTION 71
___3. Only slightly related. }
___4. Completely unrelated. } GO TO QUESTION 70

70 . Why couldn't you get the job in the field you studied or trained for?

___1. Tried, but couldn't find job
___2. Couldn't get apprentice papers
___3. Better type job came along
___4. Didn't really want the type of work I was trained for
___5. Others ___________

71 . How long (years and months) have you been with your last employer?

(RECORD) _________years and __________months.

72 . On the whole, how satisfied were you with the last job?

___1. Highly satisfied (Liked most things) }
___2. Fairly satisfied (some dislikes) } GO TO QUESTION 74
___3. Dissatisfied (many dislikes) }
___4. Highly dissatisfied (disliked most things) } GO TO QUESTION 73

73 . Why were you not satisfied with the last job? What were the main reasons you were not satisfied with the last job?

___1. Wages too low.
___2. Not enough hours.
___3. Wrong hours
___4. Wrong occupation
___5. No future in it or no promotion opportunity
___6. Poor working conditions
___7. Work is unsafe
___8. Other (specify)______

74 . What was your gross income (before deductions) on the last job?

$_______________per month, or

$_______________per year

CONTINUE TO QUESTION 75

L. ALL WHO ARE LOOKING FOR A JOB

75. Were you looking for a full or part time job during the last four weeks?

___1. Full- time job only
___2. Part-time job only
___3. Full- or part-time job

76. What type of work have you been looking for during the last four weeks?

___1. Any kind
___2. Specific jobs such as: _______________

77. Keeping in mind your past experiences, your education, and your training, wha would be the best job you think you could get?

(WRITE IN): ____

78. What have you been specifically doing during the last four weeks to find a job Did you check with:

___1. State Employment Service?
___2. Directly an employer?
___3. Friends or relatives?
___4. Newspaper ads?
___5. Private employment agency?
___6. Community organizations?
___7. School or college placement office
___8. CETA
___9. Community Action Agency
___10. Anti-Poverty Agency
___11. Other (specify)
___12. Didn't do anything

79. If you didn't do anything actively to look for a job during the last four week did you actively look for a job prior to the last month?

___ 1. Yes. GO TO QUESTION 80
___ 2. No. GO TO QUESTION 81

80. Why did you stop actively looking for a job during the last four week?

___ 1. It's no use to look for a job. I am discouraged.
___ 2. I was very busy doing something else.
___ 3. I was simply lazy.
___ 4. Other reason (specify) ____________________

81. Please identify problems for you in looking for or obtaining a job.

___1. Transportation to and from job
___2. Lack of skills or training
___3. Lack of experience
___4. Employers believing you are too young/old
___5. Your personal health
___6. Racial discrimination
___7. Difficulty with reading, writing or math
___8. Language
___9. Lack of councelling
Something else (specify)_________________________

CONTINUE TO QUESTION 90

M. NOT WORKING AND NOT LOOKING FOR A JOB

From the earlier answer, I understand that you are not working now, and not looking for a job.......

82 . Why aren't you looking for work, is it because you are:

___1. In school } GO TO QUESTION 101
___2. Retired }
___3. Taking care of family
___4. Gave up looking for work
___5. No marketable skill
___6. Serious language problem
___7. No elementary school education
___8. No high school diploma
___9. No college diploma
___10. Disability, health problem
___11. No transportation
___12. Don't know how to look for a job (lack of counselling)
___13. Others (specify)____________________

83 . In the event that the problems you cited would be solved; how soon, in months and years, do you think you may look for a job?

___1. Right away
___2. __________years and ________months

84 . Will you be looking for a full or part-time work?

___1. Full-time
___2. Part-time

85 . Keeping in mind your past experiences, your education and your training, what would be the best job you think you could get?....like (auto mechanics, salesperson, nurse, etc.)

86 . What type of work would you really like to get, if you will overcome some of the obstacles you cited earlier?

(WRITE IN:____

87 . Can you tell me what is the legal minimum wage in the U.S.?

$________

88 . If you worked before, what did you do in that job? Please describe or give me the the title of the job.

89 . Was your last job held in the U.S. Mainland or elsewhere?

___1. In the U.S. Mainland
___2. Elsewhere

N. INADEQUATE WORK EXPERIENCE AND EDUCATION

90 . In which areas do you think you are most inadequate in getting a job or promoted in your present job?

___0. Not applicable
___1. No inadequacy at all
___2. No previous work experience
___3. No marketable occupational skills
___4. Poor English proficiency
___5. Poor Math ability
___6. No high school diploma
___7. No college diploma
___8. No professional license
___9. Obsolete skills-need retraining
___10. Low skill level
___ Other inadequacies: ______________

91 . Given the following, which is most important for you at this stage of your career:

___1. Retraining for a new occupational skill? ---- GO TO QUESTION 92
___2. Upgrading the present occupational skill?----- GO TO QUESTION 93
___3. Strengthening basic skills such as reading, writing and arithmatic ---------------------- GO TO QUESTION 94

92 . What kind of new occupational skill would you like to learn?

(WRITE IN):____________________________

93 . What skill level do you want to learn ?

___1. Entry level
___2. Mid-career level
___3. Advanced level

94 . What kind of basic skills would you like to learn?

___1. English-Communication skill
___2. Math
___3. Other(Specify):____________________

95 . Within next five years, are you planning to obtain:

___1. High school diploma or equivalency?
___2. Associate degree in: ________________
___3. Bachelor's degree in: ____________________
___4. Master's degree in:____________________
___5. Ph.D. in:____________________
___6. A State License in: ______________________

96 . Would you be willing to go back to school to overcome inadequacies in work experience and education?

___1. Yes on a full-time basis } GO TO QUESTION 97
___2. Yes on a part-time basis }
___3. No------------------------------GO TO QUESTION 98
___4. Don't know ------------------- GO TO QUESTION 98

97 . If you do, what kind of school do you want to go back to, given the choice of:

___1. High school---Regular high school program
___2. " " ---Adult program
___3. Vocational-Tech School---High school program
___4. " " " ---Adult program
___5. Community college
___6. 2-year Technical College
___7. 4-year college/University
___8. Graduate School
___9. Commercial/Business School
___10. Military specialist school
___11. Correspondence school
___12. Apprentice program
___13. Company course/school
___14. CETA training program
___15. Other public traininng program

98. What kind of occupational training program would you like to pursue?
(WRITE IN: SEE A LIST OF OCCUPATIONAL PROGRAMS OFFERED BY REGIONAL VOCATIONAL-TEHCNICAL SCHOOLS.) ______________________________

99 . What are the most serious obstacle for you in obtaining education or training you want?

___1. Financial problem
___2. English problem
___3. No high school diploma
___4. High school grades are too low
___5. Simply no interest
___6. Taking care of family
___11. Other reasons (explain) ______________________________
___7. Lack of childcare services
___8. Lack of transportation
___9. Cost of program too high
___10. Offered during workhours only

100 . In order for you to receive vocational education/training, what kind of government aids and support services would help you most in overcoming obstacles?

___1. Financial assistance for tuition
___2. Free publicity-supported training
___3. Child care services
___4. Personal counseling
___5. Career/job counseling
___6. Career/job placement services
___7. Income maintenance/assistance while in training program
___8. Bilingual programs for: ______________________________
___9. Convenient public trasport system
___10. Other (explain)

O. BILINGUAL PROGRAMS AND E.S.L. (ENGLISH AS A SECOND LANGUAGE)

101. Please identify the program for which bilingual or E.S.L. instructions are most strongly desired. (SELECT ONLY ONE)

___1. High school education - regular program
___2. High school - adult program
___3. Regional Vocational-Technical Schools- regular program
___4. " " " " - Adult program
___5. CETA programs
___6. College - regular
___7. " - continuing education program

102. Have you ever attended or participated in any bilingual and/or E.S.L. program(s) or activities? Please identify.

(WRITE IN): ______________________________

103. How many years did you study English at school in places other than the U.S.Mainland

(WRITE IN) __________years __________months

104. How many years or months did you study English at school in the U.S. Mainland?

(WRITE IN) __________years __________months

(ENTER ZERO, IF NONE)

P. CHILD CARE

105. During the last 12 months, have you been unable to take a job because of problems arranging for child care?

___ 1. Yes
___ 2. No   (If yes, what specific problem(s) did you have?

___ 1. Wants to care for children herself/himself
___ 2. Can't find anyone at a price she/he can afford
___ 3. Can't find anyone at any price
___ 4. Doesn't trust babysitters
___ 5. Never really tried to find child care
___ 6. Other (Write in) ______________________
___ 0. Don't know

106. Is there a Child Care Center available in this neighborhood?

___ 1. Yes
___ 2. No
___ 0 Don't know

107. If a Child Care Center were made available for free, would (your family) use it?

___ 1. Yes
___ 2. No
___ 0. Don't know

Q. DISCRIMINATION IN OCCUPATIONAL TRAINING PROGRAMS

108. During the last five years...Have you ever been refused entry into occupational training programs for any of the following reasons?

___ 1. Age
___ 2. Sex
___ 3. Language
___ 4. Race or nationality, ethnic origin
___ 5. Other
___ 6. Never
___ 7. Don't know

109. Have you been discriminated against because of your ethnic background in any of the following areas?

___ 1. Hiring
___ 2. Promotion
___ 3. Type of work you can get
___ 4. Getting laid off
___ 5. The working area you have
___ 6. Your wage or salary
___ 7. Anything else (specify) ______________________

110. Have you been discriminated against because of your sex in any of the following areas? (Check all which are applicable)

___ 1. Hiring
___ 2. Promotion
___ 3. Type of work you can get
___ 4. Getting laid off
___ 5. The working area you have
___ 6. Your wage or salary
___ 7. Anything else (specify) ______________________

111. How much of a problem for you is sex discrimination in occupational training programs

___ 1. No problem at all
___ 2. Slight problem
___ 3. Fairly big problem
___ 4. Great problem
___ 9. Don't know

112. In general, how much of a problem for you is the English language?

___ 1. No problem at all
___ 2. Slight problem
___ 3. Fairly big problem
___ 4. Great problem
___ 9. Don't know

113. How much of a problem for you is ethnic background in getting access to occupational training programs?

___ 1. No problem at all
___ 2. Slight problem
___ 3. Fairly big problem
___ 4. Great problem
___ 9. Don't know

114. How much of a problem for you is age discrimination in getting occupational training?

___ 1. No problem at all
___ 2. Slight problem
___ 3. Fairly big problem
___ 4. Great problem
___ 9. Don't know

R. HOUSEHOLD INCOME AND WEALTH

115. Do you or your family own or rent a home?

___1. Own
___2. Rent

116. What is the monthly rent or value of this house? (Write in) $__________per month.

117. What is the monthly or annual income of this household? (Please estimate the annual income of each member of the household)

Father $____________________
Mother $____________________
____

118. What are the sources of income and income supplements of this household?

___1. Wages and salary
___2. Self-employment
___3. Social Security
___4. Rent dividend
___5. Public assistance/welfare
___6. Disability benefits
___7. Food Stamps income
___8. Other

S. OPINIONS

119. What do you think is the greatest problem facing the Hispanic population in Connecticut? (Write in)

120. What sort of program would help the Hispanic population in Connecticut most?

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX B

CHARACTERISTICS OF JOBSEEKERS
REGISTERED WITH THE CONNECTICUT STATE
JOB SERVICE, MARCH,1983

EMPLOYMENT SECURITY DIVISION
OFFICE OF RESEARCH AND INFORMATION

TABLE 7. CONNECTICUT - STATEWIDE

CHARACTERISTICS OF JOBSEEKERS REGISTERED WITH THE CONNECTICUT STATE JOB SERVICE
MARCH 1983

			*** MINORITY	APPLICANTS		***	*** WOMEN	APPLICANTS			***
OCCUPATIONAL CATEGORY	DOT CODE*	TOTAL APPLICANTS	BLACK %TOTAL	HISPANIC %TOTAL	AM.INDIAN/ ALASK.NAT. %TOTAL	ASIAN/ PAC.ISL. %TOTAL	%TOTAL	BLACK %TOTAL	HISPANIC %TOTAL	AM.INDIAN/ ALASK.NAT. %TOTAL	ASIAN/ PAC.ISL. %TOTAL
TOTAL -- ALL OCCUPATIONS		106360	18.6	10.9	.2	.8	47.6	10.0	5.8	.1	.4
PROFESSIONAL-TECHNICAL-MANAGERIAL	0-1	14328	8.6	2.4	.3	1.1	41.6	4.3	1.2	.1	.4
ARCHITECTURE & ENGINEERING OCCS	00-01	2183	4.7	1.5	.4	2.2	12.0	.8	.1	.0	.4
MECHANICAL ENGINEERING OCCUPS	007	646	3.9	1.1	.2	1.4	7.4	.8	.2	.0	.3
MEDICINE & HEALTH OCCUPATIONS	07	768	13.8	3.8	.3	1.4	82.3	11.6	3.1	.3	.7
OCCUPATIONS IN EDUCATION	09	863	11.2	3.7	.0	1.2	73.6	8.9	2.8	.0	.6
COLLEGE AND UNIVERSITY	090	89	9.0	.0	.0	3.4	47.2	3.4	.0	.0	.0
SECONDARY SCHOOL EDUCATION	091	160	6.3	5.6	.0	.6	58.8	5.0	2.5	.0	.6
PRIMARY SCHOOL & KINDERGARTEN	092	303	8.6	5.0	.0	1.3	92.7	7.9	4.0	.0	1.3
OCCUPATIONS IN ART	14	513	5.5	1.6	.6	.6	59.6	2.1	.8	.2	.2
ADMINISTRATIVE SPECIALIZATIONS	16	3412	7.4	1.5	.0	1.0	48.2	3.5	.7	.0	.5
MANAGERIAL OCCUPATIONS	18	3389	6.8	1.3	.2	.3	27.7	2.2	.3	.1	.0
WHOLESALE & RETAIL TRADE MGMT	185	820	5.5	1.5	.1	.1	38.0	1.5	.5	.0	.0
SERVICE INDUSTRY MANAGEMENT	187	703	7.8	1.7	.1	.1	34.9	3.1	.4	.1	.0
MISC. MANAGERS & OFFICIALS	189	884	8.[illegible]	.9	.1	.6	27.6	2.7	.2	.1	.0
MISC. PROF., TECH. & MANAGERIAL	19	976	23.1	8.9	.3	.8	60.1	14.2	6.0	.1	.4
OCCS. IN SOCIAL&WELFARE WORK	195	729	27.6	11.4	.1	.8	68.9	17.7	7.5	.1	.3
CLERICAL AND SALES	2	25294	21.0	6.7	.2	.5	74.9	15.8	4.8	.1	.3
STENOGRAPHY,TYPING&RELATED OCCS	20	9810	25.3	7.7	.2	.5	92.5	22.8	6.9	.2	.4
SECRETARIES	201	1610	9.3	3.0	.1	.4	97.8	9.1	3.0	.1	.4
TYPING, FILING & REL.CLERICAL	202-09	8200	28.4	8.6	.2	.5	91.5	25.5	7.6	.2	.4
COMPUTING & ACCOUNT RECORDING	21	6425	19.4	5.9	.2	.6	84.6	15.9	4.6	.2	.4
BOOKKEEPERS	210	1063	6.7	2.4	.4	.4	89.2	7.0	1.4	.3	.3
CASHIERS	211	2495	24.2	8.1	.2	.4	91.8	22.1	7.1	.2	.4
ELECTRONIC DATA PROCESSORS	213	553	21.7	4.2	.4	1.1	46.5	9.0	.7	.0	.5
OTHER COMP.&ACCOUNT RECORDING	214-19	2311	18.5	5.5	.2	.9	83.7	14.8	4.3	.1	.5
MATERIAL & PRODUCTION RECORDING	22	2775	21.7	8.4	.1	.4	20.7	2.6	.8	.0	.0
SHIPPNG,RECEIVING&STOCK CLERK	222	2454	23.3	9.1	.2	.4	17.7	2.6	.8	.0	.0
INFORMATION & MESSAGE DISTRIB.	23	1461	20.0	7.7	.1	.4	90.3	17.9	6.8	.1	.4
MISC. CLERICAL OCCUPATIONS	24	857	25.4	7.9	.1	.4	76.8	19.6	7.4	.0	.1
SALES AND RELATED WORKERS	25-29	3966	12.1	3.9	.1	.3	47.8	6.4	1.8	.1	.2
SERVICE	3	16921	29.5	17.5	.2	.6	62.1	18.8	10.8	.1	.3
PRIVATE HOUSEHOLD WORKERS	30	1729	33.3	35.9	.1	1.1	96.5	32.4	35.5	.1	1.0
FOOD & BEVERAGE PREP. & SERV.	31	5915	18.5	10.6	.2	.5	54.8	7.6	3.9	.1	.2
WAITERS & WAITRESSES	311	2465	11.3	6.4	.1	.4	84.1	8.9	4.8	.1	.2
CHEFS,COOKS,LARGE HOTELS&REST	313	1217	27.9	7.5	.3	.3	21.8	5.7	1.2	.0	.0
KITCHEN WORKERS	318	1129	26.2	27.8	.2	1.2	29.0	6.0	5.9	.0	.3
MISCELLANEOUS PERSONAL SERVICES	35	3884	42.3	14.5	.1	.4	91.9	39.5	13.7	.1	.2
ATTENDANT,HOSP&REL.HEALTH SER	355	2783	43.7	11.8	.0	.4	91.7	41.0	11.0	.0	.2
APPAREL & FURNISHINGS SERVICES	36	509	42.8	23.8	.6	1.2	75.8	33.2	19.3	.2	.8
PROTECTIVE SERVICES	37	976	25.9	11.2	.2	.1	18.8	4.2	2.2	.1	.0
SECURITY GUARDS&CORRECTION OF	372	749	29.2	11.5	.3	.0	15.1	3.9	1.3	.1	.0
BUILDING & RELATED SERVICES	38	2826	31.3	26.9	.3	.9	19.2	5.0	6.8	.0	.3
PORTERS AND CLEANERS	381	2234	32.7	29.2	.3	.9	22.4	5.7	8.3	.0	.3
AGRICULTURE, FISHERY & FORESTRY	4	1338	8.6	28.6	.0	.4	17.3	2.0	4.3	.0	.1
PLANT FARMING OCCUPATIONS	40	1131	8.8	33.0	.0	.3	12.9	1.7	5.0	.0	.2

TABLE 7. CONNECTICUT - STATEWIDE PAGE 2

CHARACTERISTICS OF JOBSEEKERS REGISTERED WITH THE CONNECTICUT STATE JOB SERVICE

MARCH 1983

			*** MINORITY APPLICANTS ***				*** WOMEN APPLICANTS ***				
OCCUPATIONAL CATEGORY	DOT CODE*	TOTAL APPLICANTS	BLACK %TOTAL	HISPANIC %TOTAL	AM.INDIAN/ ALASK.NAT. %TOTAL	ASIAN/ PAC.ISL. %TOTAL	%TOTAL	BLACK %TOTAL	HISPANIC %TOTAL	AM.INDIAN/ ALASK.NAT. %TOTAL	ASIAN/ PAC.ISL. %TOTAL
PLANT LIFE & REL. SERVICE OCC	408	496	9.1	17.5	.0	.0	2.6	.6	.2	.0	.0
PROCESSING	5	2232	21.5	17.2	.2	.4	26.8	4.6	4.5	.0	.1
OCCUPATIONS IN PROCESSING METAL	50	533	21.2	14.4	.6	.2	9.0	1.9	1.9	.0	.0
PROC.CHEMICALS,PLASTICS,SYNTHET	55	780	17.8	15.0	.1	.6	41.9	6.7	4.5	.0	.1
MACHINE TRADES	6	13467	16.0	11.5	.2	.9	24.7	4.8	2.9	.1	.1
METAL MACHINING OCCUPATIONS	60	7383	18.1	11.1	.2	1.1	24.8	5.5	2.6	.1	.1
MACHINISTS & RELATED OCCUPS.	600	1197	15.8	7.6	.2	1.9	5.3	2.3	.8	.0	.0
TURNING OCCUPATIONS	604	831	13.5	8.3	.1	1.0	8.7	1.2	.6	.0	.1
METALWORKING	61	1732	16.9	16.9	.1	.5	36.4	5.9	5.5	.1	.1
FABRICATING MACHINE WORK	616	464	16.8	14.0	.0	.9	47.2	7.5	5.6	.0	.0
FORMING OCCUPATIONS	617	312	15.1	23.4	.3	.0	35.8	7.1	7.7	.3	.0
MECHANICS & MACHINERY REPAIRERS	62-63	2197	8.7	7.1	.2	.8	1.6	[illegible]	.1	.0	.0
MOTOR VEHICLE MECHANICS &RPRS	620	1222	9.9	8.7	.3	1.3	1.4	.2	.1	.1	[illegible]
BENCH WORK	7	3473	19.1	20.8	.2	2.0	72.7	14.2	16.7	.1	[illegible]
METAL PROD. ASSEMBLY & REPAIR	70	3609	20.9	20.9	.2	1.4	77.7	16.3	17.5	.2	[illegible]
METAL UNIT ASSEMB.& ADJUSTERS	705	3012	20.3	22.4	.2	1.7	56.6	18.0	20.2	.2	[illegible]
ASSEMBLY&REPAIR OF ELEC. EQUIP.	72	1887	19.1	14.8	.3	4.1	66.6	13.4	10.6	.0	2.8
ASSEMBLY&REPAIR OF ELEC.COMP.	726	1182	19.0	12.6	.2	5.8	67.3	14.0	9.2	.0	4.0
FAB.&REPAIR PROD.OF ASSD.MATRLS	73	687	17.5	21.3	.4	1.3	82.1	14.7	18.2	.3	1.0
FAB&RPR TEXTILE,LEATHER&REL.PRO	78	1349	16.2	33.4	.1	1.7	36.1	13.6	29.7	.0	[illegible]
SEWING MACHINE OPERATORS	786-87	773	13.6	39.6	.0	1.9	97.0	12.9	38.7	.0	[illegible]
STRUCTURAL WORK	8	10654	14.3	6.6	.2	.3	5.0	1.1	.4	.0	.0
OCCUPS. IN METAL FABRICATION	80	956	13.7	6.6	.3	.1	8.8	1.6	.3	.0	.0
WELDERS,FLAME CUTTERS&REL.OCCS.	81	1272	23.4	9.4	.2	.9	15.4	4.5	1.9	.0	.1
ELECTRICIANS & RELATED WORKERS	82	1094	11.1	4.5	.1	.4	5.5	.7	.5	.0	.0
PAINTERS	84	796	17.7	6.4	.1	.4	4.6	2.0	.1	.0	.0
EXCAVATING,GRADING&REL.OCCUPS.	85	496	8.7	1.2	.0	.0	.8	.0	.0	.0	.0
OTHER CONSTRUCTION OCCUPATIONS	86	5296	13.3	6.7	.2	.1	2.5	.4	.2	.0	.0
CARPENTERS & RELATED OCCUPS.	860	1391	7.8	3.3	.1	.1	1.7	.1	.1	.0	.0
BRICKLAYERS & MASONS	861	255	7.1	2.7	.8	.4	1.2	.0	.0	.0	.0
PLMBRS,GAS,STEAMFITTERS&REL	862	541	9.4	3.5	.2	.0	5.5	.2	.0	.0	.0
MISC. STRUCTURAL WORKERS	89	741	11.5	8.4	.3	.3	3.2	.3	.7	.0	.0
MISCELLANEOUS OCCUPATIONS	9	11476	19.2	15.1	.2	.9	28.3	5.8	7.6	.1	.4
MOTOR FREIGHT OCCUPATIONS	90	2994	15.9	6.1	.3	.1	3.6	.3	.1	.0	.0
TRAILER-TRUCK DRIVERS	904	762	10.8	2.9	.3	.1	2.0	.1	.0	.0	.0
TRUCK DRIVERS, HEAVY	905	1133	14.4	5.3	.3	.0	3.0	.0	.0	.0	.0
TRUCK DRIVERS, LIGHT	906	956	20.9	9.5	.2	.1	5.1	.8	.1	.0	.0
TRANSPORTATION WORKERS, N.E.C.	91	741	21.5	10.5	.0	.5	18.1	4.3	.7	.0	.0
PACKAGING&MATERIAL HANDLING OC.	92	7180	20.9	20.2	.3	1.3	39.4	8.4	11.9	.1	.7
PACKAGING	920	2712	21.5	34.5	.2	1.2	84.6	18.7	28.8	.1	1.0
MATERIALS MOVING & STORAGE	922	810	20.0	4.4	.4	.2	10.9	2.0	.0	.0	.0
OCCUP. INFORMATION NOT AVAILABLE	X	2177	7.8	3.6	.1	1.5	51.4	4.7	2.3	.0	.7

NOTE - WHERE THE PERCENTAGE OF THE PARTS IN ANY OCCUPATIONAL CATEGORY EXCEEDS THE TOTAL, THE DIFFERENCE IS DUE TO ROUNDING.

* DOT - DICTIONARY OF OCCUPATIONAL TITLES

APPENDIX C

TOTAL AND VETERAN JOB APPLICANTS
BY LABOR MARKET AREA, MARCH, 1983

CONNECTICUT LABOR DEPARTMENT
EMPLOYMENT SECURITY DIVISION
OFFICE OF RESEARCH AND INFORMATION

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TABLE 8. TOTAL AND VETERAN JOB APPLICANTS BY LABOR MARKET AREA MARCH 1983

LABOR MARKET AREA	TOTAL APPLICANTS	VETERANS								
		TOTAL	% OF TOTAL	HANDI- CAPPED	VIETNAM ERA	OTHER VETERAN	DISABLED/ SPEC DISAB	BLACK	HISPANIC	WOMEN
ANSONIA	1,385	185	13.4	23	70	115	8	15	2	3
BRIDGEPORT	12,022	1,444	12.0	130	540	885	84	310	105	61
BRISTOL	4,309	837	19.4	88	320	516	34	25	6	14
DANBURY	5,408	647	12.0	59	197	443	27	26	8	18
DANIELSON	2,441	383	15.7	30	141	239	10	3	1	8
HARTFORD	25,094	2,794	11.1	242	1,028	1,750	94	496	103	70
MERIDEN	2,788	337	12.1	25	135	198	14	30	13	10
MIDDLETOWN	5,099	598	11.7	42	228	362	22	45	2	21
NEW BRITAIN	5,757	686	11.9	111	267	413	30	49	24	21
NEW HAVEN	13,159	867	6.6	66	258	594	31	204	24	46
NEW LONDON-NORWICH	7,310	907	12.4	51	396	505	36	105	14	50
NORWALK	3,047	139	4.6	11	45	93	3	22	4	5
STAMFORD	4,680	477	10.2	41	170	306	18	141	20	9
TORRINGTON	3,533	577	16.3	76	220	357	29	9	1	14
WATERBURY	7,572	1,029	13.6	137	377	652	52	104	22	29
WILLIMANTIC	3,187	204	6.4	7	92	111	3	5	11	9
STATEWIDE	106,791	12,111	11.3	1,139	4,484	7,539	495	1,589	360	388

APPENDIX D

DISTRIBUTION OF MINORITY STUDENTS IN CONNECTICUT BY SCHOOL DISTRICT, OCTOBER 1, 1981

Source: Connecticut State Department of Education
Division of Educational Administration
Bureau of Research Planning and Evaluation,
Minority Pupils and Staff in the Connecticut Public Schools October 1, 1981

March, 1982

Distribution of Minority Students in Connecticut
by School District, October 1, 1981

		Enrollment								Total Minority					Growth Rates*	
District	Town Type	Total	Rank	Change Over 80	White	Amer. Indian	Asian Amer.	Black	Hispanic	Number	Rank	Pct.	Rank	Change Over 80	*5 Year	1 Year*
Andover	4	214	154	-12	209	0	3	1	1	5	147	2.3	92	-1	-6.5	-16.7
Ansonia	5	2,375	74	-144	1,954	4	8	384	25	421	25	17.7	15	9	-2.9	2.2
Ashford	6	391	137	-25	385	0	2	3	1	6	142	1.5	131	-3	-9.7	-33.3
*Avon	4	2,119	80	-97	2,051	13	21	16	18	68	65	3.2	67	10	24.2	17.2
Barkhamsted	6	282	149	-16	281	0	1	0	0	1	156	0.4	160	-2	-12.9	-66.7
Berlin	4	2,487	70	-122	2,450	0	13	11	13	37	89	1.5	135	-7	1.1	-15.9
Bethany	4	413	136	-35	390	0	6	12	5	23	104	5.6	33	-3	2.8	-11.5
Bethel	4	3,379	52	-93	3,223	21	42	56	37	156	43	4.6	42	4	-0.3	2.6
Bloomfield	2	2,993	59	-147	1,405	3	34	1,477	74	1,588	11	53.1	4	-18	2.1	-1.1
Bolton	4	712	124	13	695	0	8	4	5	17	117	2.4	90	-2	41.5	-10.5
Bozrah	5	295	148	-9	284	0	1	8	2	11	128	3.7	55	0	29.7	0.0
*Branford	4	3,494	49	-189	3,414	2	21	43	14	80	56	2.3	94	-13	-1.9	-14.0
Bridgeport	1	19,921	2	-582	4,785	13	449	7,497	7,177	15,136	2	76.0	3	-123	-0.2	-0.8
Bristol	3	8,867	8	-430	8,321	24	27	328	167	546	21	6.2	31	7	1.7	1.3
Brookfield	4	2,757	63	-122	2,669	21	16	30	21	88	55	3.2	68	13	32.0	17.3
Brooklyn	6	992	116	33	970	0	11	3	8	22	106	2.2	97	12	14.9	120.0
Canaan	6	105	162	-11	102	0	0	3	0	3	152	2.9	74	-5	-21.4	-62.5
Canterbury	6	572	131	15	562	0	7	0	3	10	133	1.7	114	1	7.4	11.1
*Canton	4	1,388	104	-50	1,366	0	11	1	10	22	106	1.6	127	-4	-4.7	-15.4
Chaplin	6	197	156	8	196	0	0	1	0	1	156	0.5	158	1	****	****
Cheshire	2	4,453	34	-76	4,341	0	53	38	21	112	51	2.5	85	11	-3.7	10.9
Chester	6	256	151	-16	252	1	2	1	0	4	150	1.6	129	-1	-24.2	-20.0
Clinton	5	2,424	72	-120	2,361	0	10	17	36	63	68	2.6	81	-7	-1.5	-10.0
Colchester	5	1,482	97	-50	1,425	5	3	38	11	57	74	3.8	52	-7	0.0	-10.9
Colebrook	6	78	164	-1	77	0	0	1	0	1	156	1.3	143	0	0.0	0.0
Columbia	5	462	135	-19	456	0	5	1	0	6	142	1.3	141	2	8.4	50.0
Cornwall	6	103	163	4	103	0	0	0	0	0	161	0.0	161	-1	-100.0	-100.0
Coventry	4	1,746	86	-28	1,710	0	16	15	5	36	91	2.1	102	-3	3.0	-7.7
Cromwell	4	1,480	99	2	1,406	2	11	58	3	74	61	5.0	38	2	-4.7	2.8
Danbury	3	9,260	7	-173	7,560	16	314	949	421	1,700	9	18.4	14	204	4.4	13.6
Darien	2	3,791	43	-245	3,735	0	24	4	28	56	75	1.5	136	-3	2.7	-5.1
Deep River	6	365	140	29	352	0	3	10	0	13	125	3.6	60	3	13.2	30.0
Derby	5	1,727	88	-157	1,611	20	8	30	58	116	50	6.7	27	-11	-0.2	-8.7
Eastford	6	141	160	14	141	0	0	0	0	0	161	0.0	161	0	****	****
East Granby	4	740	122	-35	721	0	1	13	5	19	114	2.6	83	3	-8.1	18.8
East Haddam	5	1,030	113	-49	1,013	0	13	4	0	17	117	1.7	125	-4	53.4	-19.0
East Hampton	5	1,637	91	-84	1,586	11	7	22	11	51	77	3.1	71	-7	-4.4	-12.1
E Hartford	2	7,682	17	-452	6,749	28	108	516	281	933	16	12.1	19	56	7.4	6.4
East Haven	2	3,919	41	-217	3,857	3	6	27	26	62	70	1.6	128	-12	-1.2	-16.2
East Lyme	4	3,097	58	-151	3,023	9	32	15	18	74	61	2.4	89	-26	-4.3	-26.0
Easton	4	731	123	-58	710	0	18	2	1	21	111	2.9	73	8	24.6	61.5
East Windsor	4	1,436	100	-144	1,332	0	19	70	15	104	52	7.2	25	6	-0.9	6.1
Ellington	4	1,951	82	-104	1,901	5	3	33	9	50	78	2.6	84	3	-3.3	6.4

*Figures do not include Project Concern students.

Distribution of Minority Students in Connecticut
by School District, October 1, 1981

		Enrollment								Total Minority						
District	Town Type	Total	Rank	Change Over 80	White	Amer. Indian	Asian Amer.	Black	Hispanic	Number	Rank	Pct.	Rank	Change Over 80	*Growth Rates* 5 Year	1 Year
Enfield	3	7,831	13	-688	7,583	30	37	117	64	248	30	3.2	69	-40	-1.6	-13.9
Essex	6	385	138	-20	374	0	6	5	0	11	128	2.9	74	-8	-6.0	-42.1
Fairfield	2	8,095	11	-537	7,804	32	100	73	86	291	27	3.6	59	14	4.1	5.1
*Farmington	4	2,516	67	-102	2,453	0	29	27	7	63	68	2.5	86	6	3.9	10.5
Franklin	5	176	157	-20	175	0	0	1	0	1	156	0.6	156	0	-12.9	0.0
*Glastonbury	4	5,036	28	-151	4,872	3	81	42	38	164	41	3.3	66	22	13.3	15.5
*Granby	4	1,655	90	-69	1,632	1	8	9	5	23	104	1.4	138	2	6.2	9.5
Greenwich	2	8,008	12	-558	7,404	2	179	236	187	604	20	7.5	23	46	3.9	8.2
Griswold	4	1,483	96	-30	1,458	0	11	5	9	25	101	1.7	119	9	12.3	56.3
Groton	3	6,525	22	-423	5,799	18	170	425	113	726	19	11.1	21	-63	0.4	-8.0
Guilford	4	3,935	40	-56	3,792	0	37	37	69	143	46	3.6	57	16	2.4	12.6
*Hamden	2	6,342	23	-477	5,377	2	98	818	47	965	15	15.2	17	-26	0.0	-2.6
Hampton	5	167	158	17	165	0	0	1	1	2	154	1.2	146	-4	-28.9	-66.7
Hartford	1	23,913	1	-761	3,400	12	286	11,336	8,879	20,513	1	85.8	1	-274	-0.7	-1.3
Hartland	6	201	155	-11	200	0	1	0	0	1	156	0.5	159	0	****	0.0
Hebron	5	689	125	-11	677	0	4	6	2	12	127	1.7	115	-7	-3.0	-36.8
Kent	6	330	145	-7	319	5	3	0	3	11	128	3.3	63	-3	12.9	-21.4
Killingly	6	3,175	55	-129	3,104	13	27	22	9	71	64	2.2	96	-10	10.0	-12.3
Lebanon	6	1,141	108	-68	1,132	0	4	4	1	9	136	0.8	151	-11	0.0	-55.0
Ledyard	4	3,384	51	-98	3,212	8	69	74	21	172	39	5.1	36	23	4.4	15.4
Lisbon	4	479	134	-15	468	2	3	4	2	11	128	2.3	93	0	29.7	0.0
Litchfield	6	1,395	103	-87	1,370	3	8	9	5	25	101	1.8	112	-10	-5.4	-28.6
Madison	5	3,132	57	-65	3,104	0	10	8	10	28	98	0.9	149	-13	0.0	-31.7
*Manchester	3	7,727	15	-395	7,239	4	132	268	84	488	24	6.3	30	-14	6.2	-2.8
Mansfield	6	1,101	111	-63	1,023	0	43	26	9	78	57	7.1	26	14	4.0	21.9
Marlborough	5	619	128	-37	602	0	4	8	5	17	117	2.7	76	0	16.3	0.0
Meriden	3	8,295	9	-394	6,360	12	50	588	1,285	1,935	8	23.3	11	-35	1.1	-1.8
Middletown	3	5,196	27	-192	3,859	5	82	1,065	185	1,337	12	25.7	10	21	1.6	1.6
Milford	3	8,236	10	-515	7,827	5	105	185	114	409	26	5.0	39	0	5.1	0.0
Monroe	4	3,369	54	-80	3,272	6	34	35	22	97	53	2.9	72	5	14.6	5.4
Montville	4	3,159	56	-192	2,925	65	36	82	51	234	32	7.4	24	15	-4.9	6.8
Naugatuck	2	4,965	29	-224	4,716	30	30	119	70	249	29	5.0	37	-7	0.7	-2.7
New Britain	3	7,721	16	-498	4,660	6	114	1,006	1,935	3,061	7	39.6	8	54	1.6	1.8
New Canaan	2	3,539	47	-117	3,397	0	55	59	28	142	47	4.0	47	4	7.3	2.9
New Fairfld	4	2,715	65	-25	2,656	9	16	15	19	59	73	2.2	99	24	11.7	68.6
New Hartford	5	501	132	-78	501	0	0	0	0	0	161	0.0	161	0	-100.0	****
New Haven	1	17,551	3	-577	3,796	12	70	10,799	2,874	13,755	3	78.4	2	-212	-1.3	-1.5
*Newington	2	4,808	31	-317	4,617	23	37	53	78	191	37	4.0	50	21	5.8	12.4
New London	3	3,509	48	-177	1,892	0	55	1,043	519	1,617	10	46.1	5	20	0.2	1.3
New Milford	5	4,342	35	-48	4,200	11	36	68	27	142	47	3.3	65	-23	1.5	-13.9
Newtown	5	4,042	39	-111	3,976	2	33	20	11	66	66	1.6	126	-9	2.3	-12.0
Norfolk	6	158	159	-39	152	0	1	5	0	6	142	3.8	54	-2	43.1	-25.0
N Branford	4	2,365	75	-112	2,320	0	8	33	4	45	83	1.9	105	9	5.2	25.0

Distribution of Minority Students in Connecticut
by School District, October 1, 1981

		Enrollment								Total Minority						
District	Town Type	Total	Rank	Change Over 80	White	Amer. Indian	Asian Amer.	Black	Hispanic	Number	Rank	Pct.	Rank	Change Over 80	*Growth Rates* 5 Year	1 Year
North Canaan	6	361	142	10	355	0	2	4	0	6	142	1.7	124	1	8.4	20.0
*North Haven	2	3,723	45	-295	3,556	4	51	92	20	167	40	4.5	44	-20	0.5	-10.7
N Stonington	5	902	120	-46	882	6	9	4	1	20	112	2.2	98	10	5.9	100.0
Norwalk	3	11,667	6	-552	7,945	7	121	2,756	1,038	3,922	6	33.0	9	-48	-1.1	-1.2
Norwich	3	4,110	38	-229	3,617	71	65	247	110	493	23	12.0	20	8	-2.6	1.6
Old Saybrook	5	1,593	92	-105	1,517	0	14	53	9	76	60	4.8	41	-20	-4.4	-20.8
*Orange	2	1,083	112	-70	1,034	0	37	5	7	49	79	4.5	43	-7	-5.8	-12.5
Oxford	5	1,021	114	-11	999	1	7	4	10	22	106	2.2	100	4	34.5	22.2
Plainfield	6	2,511	68	-44	2,464	11	2	15	19	47	82	1.9	106	4	22.6	9.3
*Plainville	4	2,821	62	-171	2,695	1	16	82	27	126	49	4.5	45	-18	-3.2	-12.5
Plymouth	2	2,220	78	-38	2,180	0	2	17	21	40	85	1.8	111	-9	-4.0	-18.4
Pomfret	6	365	140	-12	360	0	3	2	0	5	147	1.4	139	-2	4.6	-28.6
Portland	5	1,481	98	-69	1,403	3	10	48	17	78	57	5.3	34	1	0.0	1.3
Preston	4	485	133	-12	475	1	5	4	0	10	133	2.1	102	1	-1.9	11.1
Putnam	6	1,569	93	-6	1,542	0	12	14	1	27	100	1.7	116	-8	0.8	-22.9
Redding	5	1,009	115	-55	992	0	13	3	1	17	117	1.7	120	5	5.5	41.7
Ridgefield	5	4,606	32	-145	4,528	0	27	29	22	78	57	1.7	118	-5	3.4	-6.0
Rocky Hill	4	1,985	81	-47	1,920	2	21	35	7	65	67	3.3	64	0	5.0	0.0
Salem	5	358	143	-11	358	0	0	0	0	0	161	0.0	161	-1	-100.0	-100.0
Salisbury	6	337	144	5	315	0	4	18	0	22	106	6.5	29	-12	-7.2	-35.3
Scotland	6	111	161	-9	102	0	2	6	1	9	136	8.1	22	2	55.2	28.6
Seymour	5	2,460	71	-64	2,411	0	8	19	22	49	79	2.0	104	-4	8.9	-7.5
Sharon	6	222	153	4	215	0	2	4	1	7	140	3.2	70	3	28.5	75.0
Shelton	3	5,679	25	-313	5,481	32	56	41	69	198	34	3.5	61	-1	6.6	-0.5
Sherman	6	296	147	-17	288	0	1	7	0	8	139	2.7	77	2	21.7	33.3
*Simsbury	4	4,561	33	-260	4,404	3	84	49	21	157	42	3.4	62	-2	12.3	-1.3
Somers	4	1,408	101	-82	1,397	0	4	7	0	11	128	0.8	152	-1	12.9	-8.3
Southington	3	7,159	18	-336	7,005	3	39	59	53	154	44	2.2	101	0	6.0	0.0
*S Windsor	2	3,779	44	-171	3,581	8	36	129	25	198	34	5.2	35	0	5.3	0.0
Sprague	4	299	146	-39	297	0	0	2	0	2	154	0.7	154	-1	14.9	-33.3
Stafford	5	1,728	87	-11	1,719	0	7	1	1	9	136	0.5	157	-8	-2.1	-47.1
Stamford	1	14,084	5	-786	8,439	0	258	4,082	1,305	5,645	5	40.1	7	-17	-0.9	-0.3
Sterling	6	281	150	-4	278	0	1	0	2	3	152	1.1	148	2	****	200.0
Stonington	4	2,567	66	-128	2,535	1	4	22	5	32	94	1.2	144	-4	-3.4	-11.1
Stratford	2	6,871	19	-498	5,951	10	37	709	164	920	17	13.4	18	-63	1.4	-6.4
*Suffield	4	1,820	84	-110	1,787	0	10	18	5	33	93	1.8	110	10	-3.3	43.5
Thomaston	4	1,173	107	-4	1,155	1	7	4	6	18	115	1.5	131	5	-4.8	38.5
Thompson	6	1,506	95	57	1,489	0	2	13	2	17	117	1.1	147	6	33.6	54.5
Tolland	5	2,361	76	-153	2,318	2	20	18	3	43	84	1.8	109	-4	4.8	-8.5
Torrington	3	4,177	37	-241	3,992	22	68	79	16	185	38	4.4	46	4	0.7	2.2
Trumbull	2	5,942	24	-489	5,705	20	82	88	47	237	31	4.0	49	28	4.9	13.4
Union	6	72	165	-1	72	0	0	0	0	0	161	0.0	161	0	-100.0	****
Vernon	3	5,453	26	-182	5,240	9	50	111	43	213	33	3.9	51	-2	-0.6	-0.9

*Figures do not include Project Concern students.

Distribution of Minority Students in Connecticut
by School District, October 1, 1981

		Enrollment								Total Minority						
District	Town Type	Total	Rank	Change Over 80	White	Amer. Indian	Asian Amer.	Black	Hispanic	Number	Rank	Pct.	Rank	Change Over 80	*Growth Rates* 5 Year	1 Year
Voluntown	6	230	152	-3	224	0	3	3	0	6	142	2.6	80	0	24.6	0.0
Wallingford	3	6,609	21	-411	6,357	12	43	65	132	252	28	3.8	53	9	-1.4	3.7
Waterbury	1	14,272	4	-35	8,346	34	64	3,522	2,306	5,926	4	41.5	6	202	0.9	3.5
Waterford	4	2,959	60	-205	2,814	15	37	75	18	145	45	4.9	40	-10	-3.8	-6.5
Watertown	2	3,476	50	-146	3,422	2	8	26	18	54	76	1.6	130	1	-3.6	1.9
Westbrook	6	848	121	-38	828	1	9	4	6	20	112	2.4	91	11	4.6	122.2
*W Hartford	2	7,808	14	-439	7,288	3	228	138	151	520	22	6.7	28	-18	10.4	-3.3
West Haven	2	6,716	20	-445	5,575	9	46	1,003	83	1,141	13	17.0	16	32	-0.2	2.9
Weston	5	1,879	83	-88	1,851	8	0	16	4	28	98	1.5	134	-8	-3.8	-22.2
*Westport	3	4,862	30	-305	4,667	2	64	48	81	195	36	4.0	48	1	10.4	0.5
*Wethersfield	2	3,636	46	-340	3,575	0	20	38	3	61	72	1.7	122	-10	14.5	-14.1
Willington	5	594	129	-5	590	0	3	0	1	4	150	0.7	153	-4	-10.6	-50.0
*Wilton	4	3,378	53	-148	3,316	2	33	19	8	62	70	1.8	107	-6	-0.3	-8.8
Winchester	6	1,185	106	-96	1,167	1	9	8	0	18	115	1.5	133	4	6.7	28.6
Windham	6	3,817	42	17	3,086	45	23	81	582	731	18	19.2	13	146	9.2	25.0
Windsor	2	4,290	36	-149	3,307	1	77	834	71	983	14	22.9	12	43	9.8	4.6
Windsor Lock	4	2,154	79	-206	2,105	3	8	32	6	49	79	2.3	95	-9	-8.2	-15.5
Wolcott	2	2,730	64	-207	2,658	0	13	48	11	72	63	2.6	79	2	1.1	2.9
*Woodbridge	4	622	127	-25	586	0	19	9	8	36	91	5.8	32	6	11.4	20.0
Woodstock	6	623	126	-32	618	1	3	0	1	5	147	0.8	150	-2	20.1	-28.6
Reg Dist 1	6	573	130	-113	559	0	1	11	2	14	124	2.4	87	-5	-12.9	-26.3
Reg Dist 4	6	968	117	-49	943	1	7	17	0	25	101	2.6	82	-7	-5.4	-21.9
Reg Dist 5	4	2,507	69	-130	2,415	0	45	35	12	92	54	3.7	56	9	5.9	10.8
Reg Dist 6	6	917	119	-36	904	1	9	2	1	13	125	1.4	137	-2	1.6	-13.3
Reg Dist 7	6	1,131	109	-8	1,124	0	2	5	0	7	140	0.6	155	5	-2.6	250.0
Reg Dist 8	5	1,203	105	-41	1,181	0	3	18	1	22	106	1.8	108	-7	0.9	-24.1
Reg Dist 9	4	955	118	-75	938	0	5	5	7	17	117	1.8	113	4	33.6	30.8
Reg Dist 10	5	2,395	73	-89	2,364	1	3	18	9	31	95	1.3	142	0	19.0	0.0
Reg Dist 11	6	372	139	-12	362	2	1	2	5	10	133	2.7	78	-1	7.4	-9.1
Reg Dist 12	6	1,110	110	-32	1,070	4	10	9	17	40	85	3.6	58	2	21.7	5.3
Reg Dist 13	5	1,726	89	-93	1,697	1	6	12	10	29	97	1.7	121	11	5.7	61.1
Reg Dist 14	4	1,790	85	-13	1,760	10	6	5	9	30	96	1.7	123	0	12.0	0.0
Reg Dist 15	4	2,957	61	-81	2,917	1	20	17	2	40	85	1.4	140	-9	9.0	-18.4
Reg Dist 16	4	1,529	94	-61	1,492	5	2	17	13	37	89	2.4	88	6	-1.5	19.4
Reg Dist 17	6	2,240	77	-76	2,202	3	9	20	6	38	88	1.7	117	-17	12.6	-30.9
Reg Dist 18	6	1,397	102	-75	1,380	0	10	5	2	17	117	1.2	145	4	16.3	30.8
E. O. Smith	7	812		-61	789	1	6	12	4	23		2.8		-11	-10.5	-32.4
Norwich Free	11	2,498		****	2,185	115	30	120	48	313		12.5		****	****	****
Gilbert Sch	11	674		****	666	0	4	4	0	8		1.2		****	****	****
Woodstock A	11	386		****	381	2	0	1	2	5		1.3		****	****	****

*Figures do not include Project Concern students.

APPENDIX E

GLOSSARY

GLOSSARY

Adult - For the purpose of adult education, adult is defined as any individual who has attained the age of sixteen and who does not attend a public or private high school

For this study, the adult is divided into youths(ages 16 to 21) and adults (ages 22 to 64).

Adult Basic Education - (A.B.E.) Education for adults whose inability to speak, read, or write the English language make it difficult for them to get or retain employment; it is designed to eliminate such an inability and to raise the level of education of such individuals.

Adult Education - Instruction and services below the college level for adults who lack sufficient mastery of basic educational skills to enable them to function effectively in society; adults who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education but who are not currently required to enroll in school.

Adults With Limited English Proficiency - Adults who have difficulty in speaking, reading, writing, or understanding the English language; usually individuals whose native language is not English.

Basic Skills - The ability to read, write, listen and speak English; to understand and use basic mathematics; to reason; to select, interpret and supply information; to analyze problems and reach sound decisions.

Elementary Basic Skills - Those academic skills in reading, writing, mathematical computation and problem solving which an individual must have acquired in order to undertake instruction at the secondary school completion level.

Bilingual Education - Is a generic term, covering several approaches to teaching language to minority students. Four approaches are identified.

1) Transitional bilingual
2) Bilingual-bicultural
3) Structured immersion
4) ESL (English as a Second Language)

Bilingual Programs - Refers to transitional, bilingual and bilingual-bicultural.

ESL - English as a Second Language teaches the English Language to persons whose native language is not English.

Black, Not of Hispanic Origin - A person having origins in any of the black racial groups of Africa.

Career Education - The totality of learning experiences through which each individual gains self-awareness and explores the world of work. A result of exploring possible careers and progress in a chosen career field.

CETA - Comprehensive Employment and Training Act provides job training and employment opportunities for the economically disadvantaged, unemployed and underemployed, and assures that training and other manpower services lead to maximum employment. CETA is administered by the Employment and Training Administration of the Department of Labor (P.L. 95-524). CETA is replaced by JTPA, Job Training Participation Act of 1983.

Discouraged Workers - Persons who are not actively seeking work because they feel that jobs are unavailable or not open to people with their skill level. The number of discouraged workers is generally highest during periods of recession.

Economically Disadvantaged - means a person whose family income is at or below the national poverty level; the participant or parent(s) or guardian of the participant is unemployed; or the participant or parent of the participant is a recipient of public assistance.

Employed - Persons are classified as employed: (a) if they worked as paid employees or ran their own business, profession, or farm, or worked 15 hours or more as unpaid employees of a family-run enterprise, or (b) if they were not working but had jobs or businesses from which they were temporarily absent because of illness, weather conditions, vacation, labor-management disputes, or personal reasons.

Employment Training and Retraining - Training that takes place outside the traditional educational program. Employment training is intended for those who need or want to upgrade or develop new job skills. It may be provided through apprenticeship programs, in-service training by employers or public agencies, and may include special services established to counsel and train out-of-school youth and adults.

GED - General Education Development (high school equivalency exam).

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or Origin, regardless of race.

Labor Force - All persons 16 years old or over, excluding members of the armed forces and institutionalized adults, who are classified as employed, unemployed and seeking employment, or involved in a labor-management dispute.

Labor Force Participation Rate - The percentage of population which is in the labor force.

Labor Market Area - A geographic unit consisting of a central city (or cities) and the surrounding cities and towns that are within reasonable commuting distance and where there are established communting patterns.

Limited English Proficiency - The term "limited English proficiency" refers to individuals who have sufficient difficulty speaking, reading, writing or understanding the English language.

Local Educational Agency - A board of education, or other legally constituted local school authority having administrative control and direction over public elementary or secondary schools in a city, county, township, school district, or political subdivision of a State; or any other public educational institution or agency having administrative control and direction of a vocational education program.

Not in the Labor Force - One of three terms that describes the job-related activities of the civilian population. Persons are not in the labor force if they are neither employed nor looking for work. Persons are classified as not in the labor force if they are retired, in school, raising children at home, or have a variety of personal reasons for choosing not to work. Discouraged workers are also counted in this category.

Poverty Level - The annual income threshold below which families are considered to live in poverty, as determined in accordance with criteria established by the Director of the Office of Management and Budget.

Prime Sponsor - A public or private corporate body eligible to operate a variety of federal manpower programs in a given locality; emphasizes the local labor market scope for manpower planning.

SOICC - The State Occupational Information Coordinating Committee, in conjunction with the National Occupational Information Coordinating Committee (NOICC), is responsible for developing, implementing and maintaining a statewide Occupational Information System (OIS). The system includes data on occupational supply and demand based on uniform definitions, standardized estimating procedures and standardized occupational classifications.

Special Needs Student - A person who meets the requirements under the law of being handicapped, having limited English proficiency,or being disadvantaged, whether or not special services are actually provided by vocational education.

Support Services - Those activities which provide technical assistance to enable women and minorities to successfully participate in education and employment training programs and obtain and retain employment. These services include recruitment efforts and the provision of career development skills,occupational information, counselling, child care, and transportation.

Training, On-the-Job - Supervision and other supplemental instruction furnished to a learner while he is employed as a beginner or trainee in the regular duties of a position or job for which wages are paid. (In the case of teacher education, internship is a preferable term).

Unemployment - Persons are classified as unemployed if they are 16 years of age and over, do not have a job, and are actively seeking one. Also among the unemployed are persons waiting to return from a layoff and persons waiting to start a new job within 30 days.

Vocational Education - A program of education below college level organized to prepare the learner for entrance into a chosen vocation or to upgrade employed workers; includes such divisions as trade and industrial education, technical education, agricultural education, distributive education and home economics education.

Vocational Training - (1) syn. vocational education; (2) sometimes used to designate short vocational courses dealing with skills only.

White, Not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa or the Middle East.